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ABSTRACT

This assessment report examines the impact of the South Carolina Educational Improvement Act (EIA) by focusing on six specific areas relevant to improving education in South Carolina during the school year 1986-87. The report is divided into six areas that show the following improvements: (1) Academic Achievement: performance on standardized tests improved for all grades and in almost all areas; SAT total scores improved compared to national scores, which did not improve; and the dropout rate remained between 20-25 percent. (2) Services to Students: Half-day programs for 4-year-olds had a positive effect; impressive gains were made by students in remedial and compensatory programs; and enrollment in the gifted and talented program ranged from 7.9 to 11.6 percent of the student population. (3) Services to School Personnel: The average salary for teachers reached the established goal, and Teacher and Principal Incentive Programs were not highly thought of by the respective professions. (4) School Conditions: Teachers reported schools were safe and secure more often than parents and the public, and all groups surveyed agreed that emphasis on learning had increased. (5) Community Involvement: A total of 3,000 businesses were involved in business/education partnerships and volunteers working in the schools increased by 46 percent. (6) Public Confidence: The general public, teachers, and parents remained very positive about the impact of the EIA, 3 years after its passage, and perceptions of the quality of the state's education system were more positive. Each chapter includes references, and appended are opinion survey methodology information and charts showing the status of the program implementation. (LMS)

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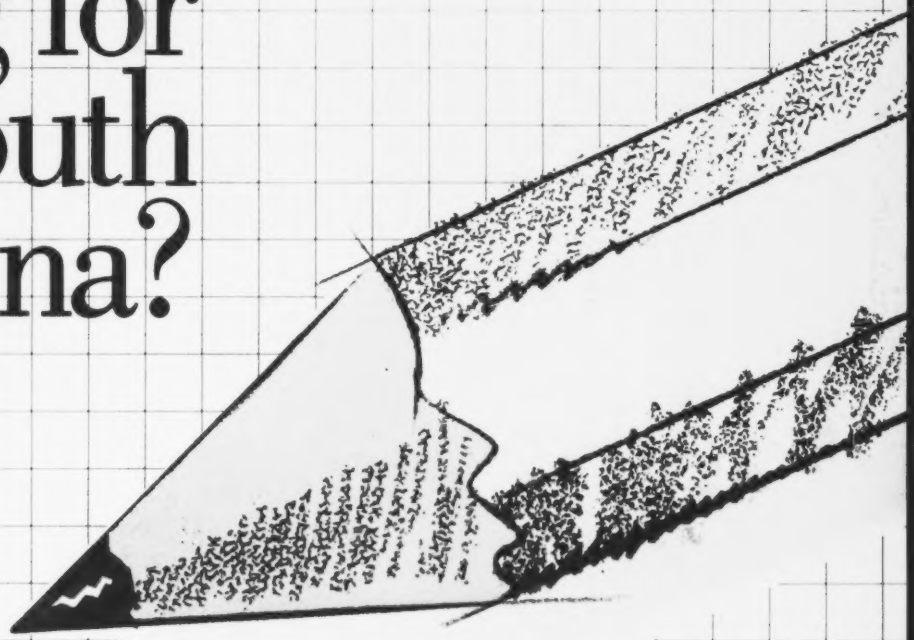
December 1987



Division of Public Accountability

Assessment of the Third Year of the South Carolina Education Improvement Act of 1984

EA 020 392

South Carolina State Board of Education

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What is the penny buying for South Carolina?

Assessment of the Third Year of The
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Introduction

History Of Reform

South Carolina's Education Improvement Act of 1984 (EIA) is a major piece of education reform legislation which has initiated or expanded numerous programs and provided additional funding to upgrade education. The Act is the fourth major step taken by South Carolina in less than a decade to reform and improve the state's education system.

The groundwork for the EIA was established in 1977 with the passage of the Education Finance Act. This law guaranteed to each student the availability of minimum educational programs and services appropriate to individual needs and provided the funding for the base educational program. In 1978, the Basic Skills Assessment Act insured the use of diagnostic testing in certain grades to determine skill mastery in reading, mathematics, and writing. The Educator Improvement Act of 1979 increased standards for individuals entering the teaching profession and established the evaluation of continuing contract teachers. In 1984, the EIA expanded and built on each of these pieces of legislation.

Assessment Of The EIA

The Education Improvement Act mandates that an annual assessment of the law's impact be provided by the State Board of Education to the General Assembly by December 1 of each year. This assessment report is the third in the series and examines the impact of the EIA by focusing on six specific areas relevant to improving education in South Carolina.

By examining trends in general student performance and individual programs in the areas of student academic performance, services to special students, services to school personnel, school conditions, community involvement, and public confidence, changes in the education system can be identified. The use of trend information offers indications of what is occurring within the education system since the passage of the EIA.

This report combines the results of numerous studies in an effort to provide a broad overview of the system. Those readers wishing the details of the research are directed to the references at the end of each chapter.

School year 1986-87, as covered by this report, represents the third year of implementation of the EIA. In some programs, full implementation took place this year, while in others, full implementation is not scheduled to occur yet. These two factors limit the ability to fully assess the impact of the EIA. This report is intended to provide useful data to those monitoring the progress of the EIA, while serving as a source of information for those interested in South Carolina's educational progress.

In 1986-87, the penny sales tax provided $240 million to fund the EIA programs. Throughout the report, implementation and expenditure information is supplied for many of the Act's programs. The amounts included are rounded to the nearest $100,000, and differences between appropriated and expended amounts are not noted when less than $200,000.

Report Highlights

In 1987, three years after the passage of the Education Improvement Act of 1984, many programs have been implemented statewide, while others are being implemented or are in the pilot-testing stage. This report examines indicators such as trends in student performance; student, teacher, and parent opinions; program implementation; and studies by outside groups in order to assess the status and impact of the EIA.

Many positive changes in education in South Carolina may be attributed to the EIA and related legislation, but problem areas remain, and certain programs need refinement. The highlights of this assessment report, presented below, provide an overview of the status and impact of the EIA through the end of school year 1986-87.

Chapter 1: Academic Achievement

- Performance on the BSAP and the CTBS improved for all grades and in six areas; only writing scores in grades six and eight did not improve.
- Test scores of students who have usually been "left behind" by reform, students of lower socioeconomic status, improved in relation to other students' performance.
- Scholastic Aptitude Test (SAT) total scores continued to improve, while the national scores remained unchanged. However, the percentage of students scoring above 600 points on the mathematics and verbal portions of the test remained about half of the national figures.
- Student attendance remained high at 96%, an average of 7.2 days absent; this figure placed the state fourth nationally.
- The dropout rate of students prior to high school graduation remained between 20-25%.

Chapter 2: Services To Students

- The half-day programs for four-year-olds had a positive effect on certain groups of children, and effectiveness was highly related to degree of implementation.
- Impressive gains were made by students in the 1985-86 remedial and compensatory programs (statewide average NCE gains ranged from 7.92 to 4.42). Visits to 20 elementary school compensatory programs found that principals and program and nonprogram teachers were nearly unanimous in their enthusiasm for the program.
- Enrollment in the gifted and talented programs in grades three through eight, where the majority of students are served, ranged from 7.9% to 11.6% of the student population. Almost 10,000 more students were served by these programs in 1986-87.
- Of the students who completed vocational education programs in 1985-86, 43% were employed in areas related to their vocational program training, an increase from the 37% reported last year. An additional 30% were in a related area of training in the military or in higher education, a figure similar to last year's rate.
- The percentage of examination scores qualifying students for college credit on the Advanced Placement Examinations increased to 51% in 1987, up from 48% the previous year. The number qualifying for credit was greater than the total number of exams taken in 1984, prior to the EIA.

Chapter 3: Services To School Personnel

- For the first time, South Carolina met the EIA goal of the southeastern average salary paid to teachers ($23,200).
- Teacher reactions to the piloted Teacher Incentive Program indicated dissatisfaction with the program, but consultants pointed out greater satisfaction with incentive pay here than in other states with similar programs and urged retention of the program. In the pilot districts, 17% of the eligible teachers entered the program.
- Fewer than half the principals involved in the Principal Incentive Program thought the program, as pilot-tested, appropriate for selecting and rewarding top principals; however, over 90% of district administrative staff considered the program appropriate.
- The Principal Evaluation Program appeared to be a sound minimum evaluation system based on the effective practices principals could be expected to perform throughout the year. However, it may not differentiate the higher levels of performance. Concern was expressed by principals about the portfolio method of documenting some performance statements.
- Teachers viewed the Program for Effective Teaching (PET) and district in-service training as important to their professional development but expressed concern about the lack of long-term maintenance and reinforcement of the training.
- The Prospective Principal Assessment Program was seen by surveyed superintendents and local board members as an important part of the selection process of principals; they also thought the information would result in the selection of better performing principals.

Chapter 4: School Conditions

- Teachers felt more strongly than the parents and public that schools were safe and secure. Students also felt safer in the school environment than in the previous year.
- Teachers and parents thought schools effectively handled misbehavior; however, parents and the public disagreed about whether discipline had improved, stayed the same, or gotten worse in the last year.
- All groups surveyed agreed that emphasis on learning had increased in the last year.
- Two thirds of the students responded they were proud of their schools and 61% said they liked school. Over half of the students agreed school spirit had improved in the last year.
- Truancies and suspensions increased from 1986, particularly in grade nine, while expulsions remained stable.

Chapter 5: Community Involvement

- A total of 3,000 businesses were involved in business/education partnerships, an increase of almost 300% since 1984.
- Business leaders reported they found the business/education partnership program rewarding, and they planned to continue their participation. Principals, teachers, and business leaders thought the program was working well, with few difficulties.

- Volunteers working in South Carolina schools increased by 46% between 1985-86 and 1986-87, to 115,000 volunteers.
- Although parents, teachers, and the public reported parental participation was encouraged by the schools, the respondents thought overall involvement was limited.
- Fewer than half of the teachers, public, and students agreed that parents took responsibility for their children's behavior in school, while 59% of the parents felt that parents took responsibility.
- Only 20% of the parents and public thought "parents know what goes on in schools these days." Twenty-seven percent of the teachers and 37% of the students agreed with this statement.
- Three fourths of the teachers and one half the parents and public thought school administrators "go an extra mile" to involve the community in school activities.
- Although individuals familiar with School Improvement Councils indicated that the Councils had a positive impact upon the schools, fewer than 25% of the parents said that they had any knowledge of the Councils.

CHAPTER 6: PUBLIC CONFIDENCE

- Three years after the passage of the EIA, the general public, parents, and public school teachers remained very positive about its impact.
- Perceptions of the quality of the state's education system were more positive than the views held prior to the passage of the EIA. Further, the majority of the individuals surveyed thought the overall quality of education was improving.
- The grades given to South Carolina's schools, administrators, and teachers by the public were similar to those given nationally in the Gallup Poll. Of those surveyed, 40% rated the schools as an "A" or "B," and 50% rated administrators and teachers as an "A" or "B."
- Half of those surveyed thought parents were satisfied with their children's education, and about 80% of the parents and public perceived schools in their area as a "good place to learn."
- Approximately 75% of the survey group agreed that students were prepared to pursue further education after high school graduation. They were less certain, however, that students were prepared to enter the work force.

Demographics

Many complex variables such as economic strength, education levels of the population, and size and composition of school enrollment contribute to effective public schools. The information* presented on these pages is intended to provide the reader with background information on South Carolina and its public school system, as well as its position nationally.

Characteristics Of The State's Population

		Index	National Rank
General			
Population (July 1, 1985)		3,347,000	24
Percent change in population (1980-85)		7.2%	15
Percent of population by ethnicity:	white. . .	69%	
	black. . .	30%	
	other. . .	1%	
Percent of population age 5-17 (1985)		19.9%	16
Land area, square miles		30,203	40
Resident population per square mile (July 1985)		111	20
Economic			
Per capita income (1985)		$10,586	46
Average annual pay (1984)		$15,305	43
Unemployment rate (1984)		7.1%	24
State and local taxes per $1,000 of income (1985)		$101.63	28
Percent of families with income $50,000+ (1979)		3.2%	41
Percent of persons below poverty level (1979)		16.6%	9
Education			
Persons 25 years and older percent college graduates (1980)		13.4%	42
Persons 25 years old and older, percent high school graduates (1980)		53.7%	49

	1970	1980
United States	52.3%	66.5%
Southeast	43.2%	58.3%
South Carolina	37.8%	53.7%

Persons 25 years and older, percent with less than high school education, 0-8 years (1980)	25.7%	6
Percent of voting age population casting votes for president (1984)	40.6%	50
Health and Welfare		
Birth rate per 1,000 population (1983)	15.6	24
Death rate per 1,000 population (1982)	7.8	37
Infant mortality rate (deaths per 1,000 live births) (1982)	16.1	1
Percent population receiving public aid (AFDC and SSI) (1984)	6.3%	14
Food stamp recipients per 1,000 population (1984)	112.6	6

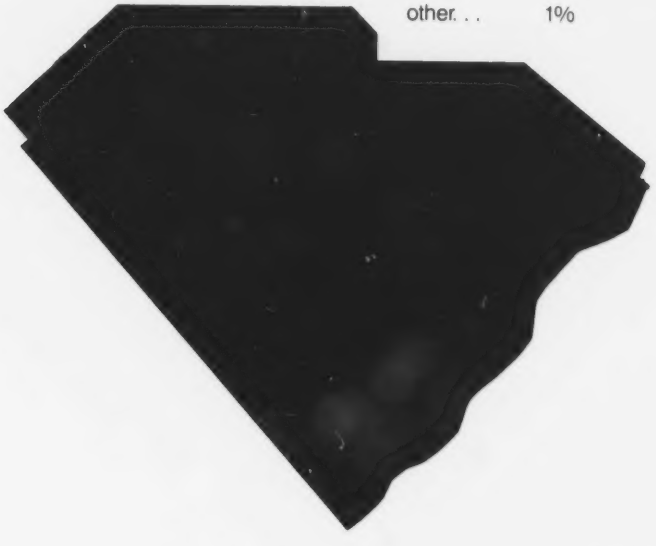
*Numbers are rounded. Data are for 1986-87 unless otherwise noted.

Characteristics Of The State's Public Schools

		index	National Rank
Number of school districts		92	38
Largest — Greenville	50,300		
Smallest — Orangeburg 8	575		
Number of students in the schools (ADM)		610,050	20
kindergarten	41,672		
grades 1-3 (primary)	150,698		
grades 4-8 (elementary)	236,226		
grades 9-12 (high school)	181,454		
Percent of students classified as handicapped		11%	
Percent of students eligible for free and reduced-price lunches		43%	
Students classified as economically disadvantaged		20.6%	

	1970	1980
United States	14.7%	15.8%
Southeast	25.2%	20.2%
South Carolina	28.8%	20.6%

Average pupil-teacher ratio		18.8: 1	22
Full-time (FTE) professional education staff		61,780	
teachers (K-12)	34,881		
other instructional personnel	2,458		
administrative staff	3,882		
other staff (includes aides)	20,559		
Percent of instructional personnel with master's degree		42%	
Percent of student population by ethnicity (1986):	white. . .	58%	
	black. . .	41%	
	other. . .	1%	



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Academic Achievement

CHAPTER 1

OVERVIEW

The major goal of the Education Improvement Act (EIA) is improved academic performance by all of South Carolina's public school students. An assessment of the impact of the Act would, therefore, be incomplete without an analysis of the trends exhibited in such areas as student test scores, dropout rates, and college attendance. While changes in these trends cannot be directly attributed to programs in the Act, these data do provide indications of the overall direction of the public school system.

In 1986-87, much of the data were positive.

- Performance on the BSAP and the CTBS improved for all grades and in six areas; only writing scores in grades six and eight showed no improvement. Reading, mathematics, language, spelling, reference skills, and social studies all exhibited performance gains.
- Test scores of students in grades seven through nine, historically lower than test scores of students in earlier grades, were up.
- Test scores improved for students who have usually been "left behind" by reform--students of lower socioeconomic status (those on the free and reduced-price lunch program).
- The SAT total scores continued to improve, while nationally scores remained unchanged. For the third year, South Carolina was in the forefront of gains on the SAT.
- Student attendance remained high at 96%, an average of 7.2 days absent; this figure placed the state fourth nationally.
- The percentage of South Carolina high school graduates enrolled as freshmen in the state's colleges increased from 42.8% to 45.5% in 1987.

However, there were areas in which the data may indicate future problems or areas needing greater emphasis.

The writing tests showed a slight decrease in the percent of students meeting the standard. This was the second year the percent of eighth grade students meeting the standard decreased.

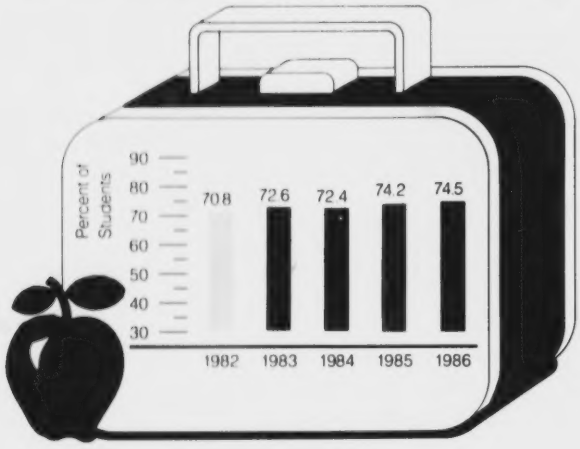
- Of the students taking the SAT, 40-50% scored below 400 points on the mathematics and verbal portions of the test, while the percentage of students scoring above 600 points remained half of the national figures.
- The SAT is considered to test higher order thinking skills. The results on this test and the writing tests may indicate a need for greater emphasis on thinking skills in the state's schools.
- The state continued to lose between 20-25% of its students before high school graduation.

Cognitive Skills Assessment Battery

Almost three fourths (74.5%) of South Carolina's first-grade students tested as "ready" for first-grade work during the Fall 1986 administration of the Cognitive Skills Assessment Battery (CSAB). This rate is an increase of 0.3 percentage points over the percent testing as "ready" a year earlier (see Graph 1-1). While this increase appears to be slight, it does represent an additional 166 students testing as "ready" than would have at the 1985 rate of 74.2%.

The CSAB is not a test a student "passes" or "fails." The results, however, do provide a basis for preparing appropriate developmental activities for the student. A 35% drop in the number of students testing as "not ready" has occurred since the first administration of the test in 1979 and may be attributed to several factors: more students are participating in pre-first-grade educational programs, the Education Improvement Act established half-day programs for four-year-olds considered to be "at-risk," and there has been increased emphasis on kindergarten objectives in programs for five-year-olds. In addition, kindergarten became mandatory for South Carolina students in 1984 with the passage of the EIA, unless parents request a waiver. In 1986, waivers were granted for 147 children, or 0.4% of the 41,700 students eligible for kindergarten.

Graph 1-1 — Cognitive Skills Assessment Battery
Percent of Five-Year-Old Students Tested as "Ready" for First-Grade Work



Number Tested:
1982 — 47,312
1983 — 50,380
1984 — 50,722
1985 — 52,656
1986 — 55,215

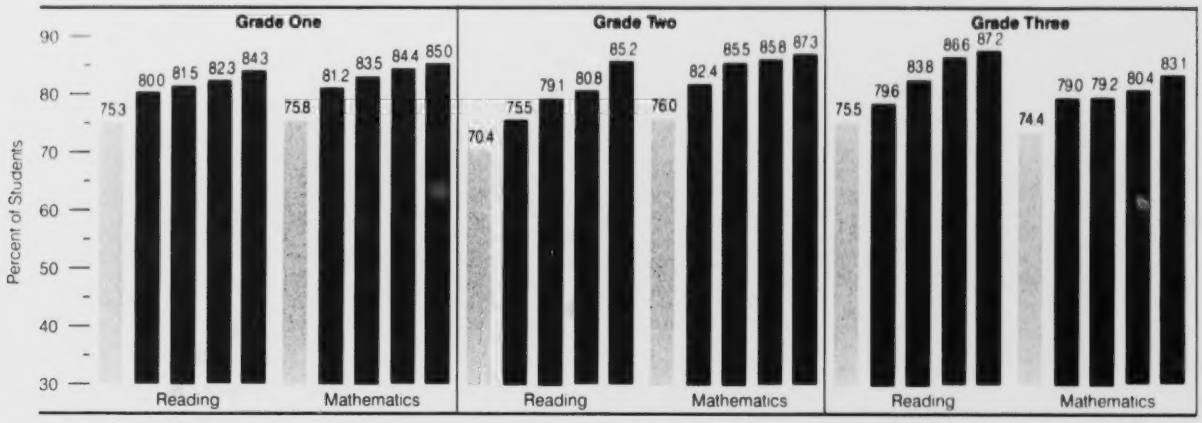
Basic Skills Assessment Program

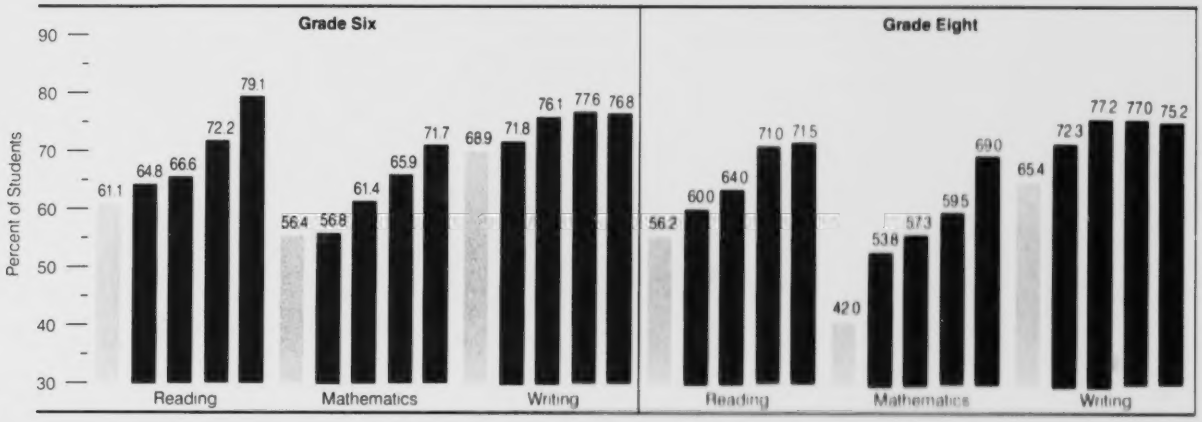
Gains in reading and mathematics occurred in all five grades tested as part of the Basic Skills Assessment Program (BSAP) between 1986 and 1987. The performance fell slightly, however, on the writing portion (see Graph 1-2). The 1987 test results showed:

- The standards in grades one, two, and three were met by more than 83% of the students.
- Grade six students experienced a 6.9 point gain in reading and a 5.8 point gain in mathematics, the largest increases shown on the BSAP by this grade.
- Grade eight posted a 9.5 percentage point increase in mathematics, which boosted the percent meeting the standard to 69%.
- The percent of students meeting the standard in writing fell slightly in grade six (0.8 points) and in grade eight (1.8 points). This is the second year the percent of grade eight students meeting the standard has decreased.

In 1979, the Basic Skills Assessment Act mandated a state testing program to measure student mastery of certain skills against standards set specifically for South Carolina students. By identifying student deficiencies in mathematics, reading, and writing, the instruction of students can then be aimed at overcoming these difficulties. Because of technical reasons, BSAP results cannot be compared across grades or among skill areas within a grade. Comparisons can be made, however, within a grade level and skill area over time.

GRAPH 1-2 — BASIC SKILLS ASSESSMENT PROGRAM
Percent of Students Meeting the Standard





Number Tested:

Grade	1983	1984	1985	1986	1987
1	46,497	49,642	49,832	52,235	54,252
2	43,292	42,645	45,004	45,080	47,176
3	43,998	42,905	42,287	44,982	45,180
6	50,075	46,651	45,033	44,162	43,705
8	46,274	47,456	49,132	47,421	45,849

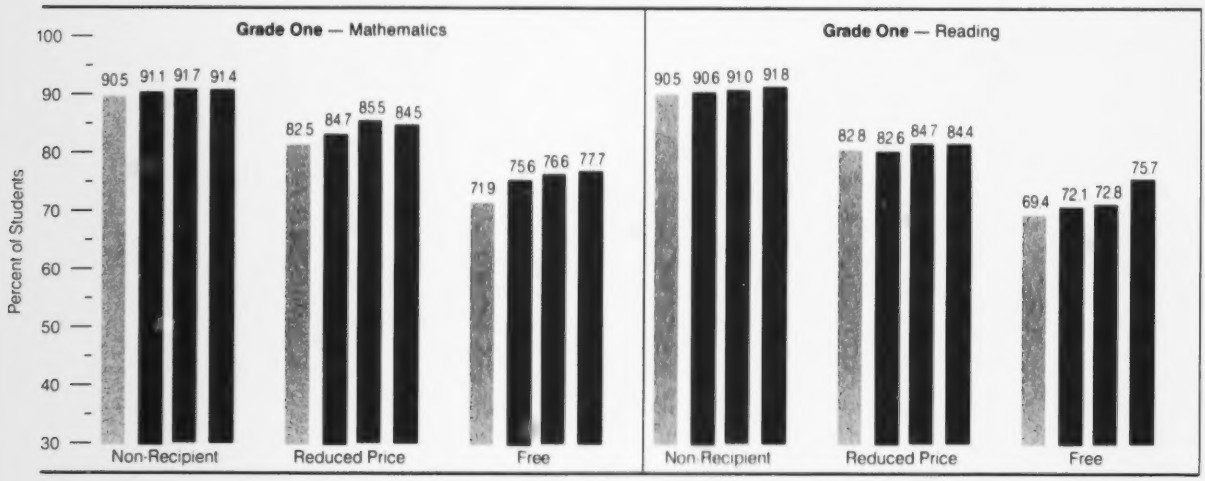
Performance by Lunch Program Recipients

In South Carolina, the BSAP results are examined in part by comparing the performances of students participating in the federal free and reduced-price lunch program and those not participating. Student enrollment in the federal program is used as a surrogate measure of low socioeconomic status. Students in this category have historically performed less well on the BSAP than students not participating in the program (see Graph 1-3).

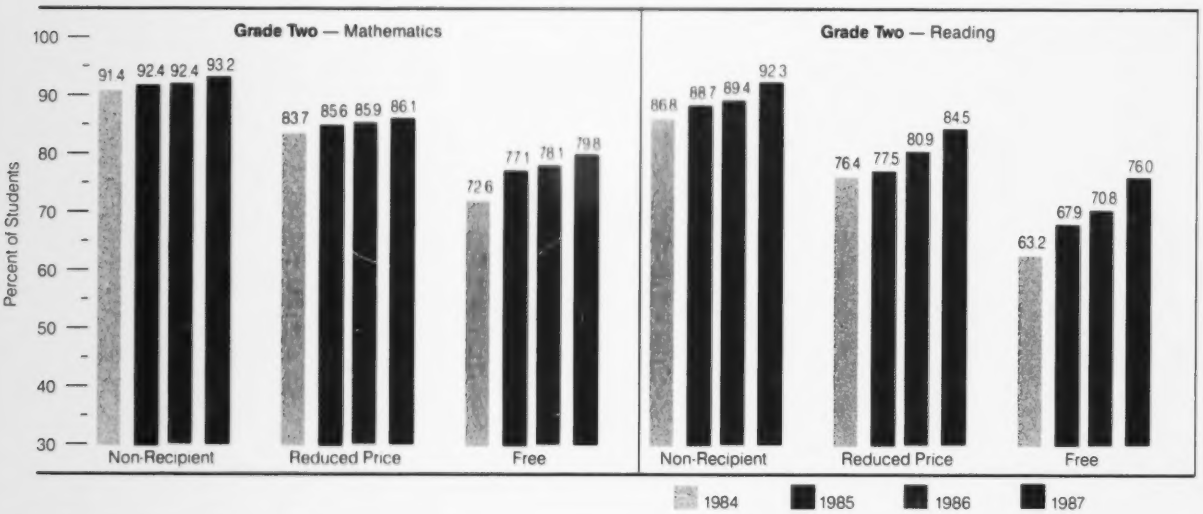
In 1986-87, students receiving free lunches comprised about 37% of those tested on the BSAP, while reduced-price recipients comprised about 8%. In mathematics and reading, the gains made by students receiving free lunches were more than double the gains of non-recipients in eight out of 10 instances. The increase in the percentages of these students meeting the standard was

particularly encouraging in grade six which exhibited gains of 6.4 and 10.2 percentage points for mathematics and reading, respectively. The free lunch recipients made the greatest gains of any group in grade eight mathematics (13.6 points). Reduced-price lunch recipients outgained non-recipients in seven out of 10 instances, exhibiting percentage point increases twice that of non-recipients in grade six reading and grade eight mathematics and reading.

GRAPH 1-3 — BASIC SKILLS ASSESSMENT PROGRAM
Percent Scoring Above the Standard by Lunch Program Recipients and Non-Recipients

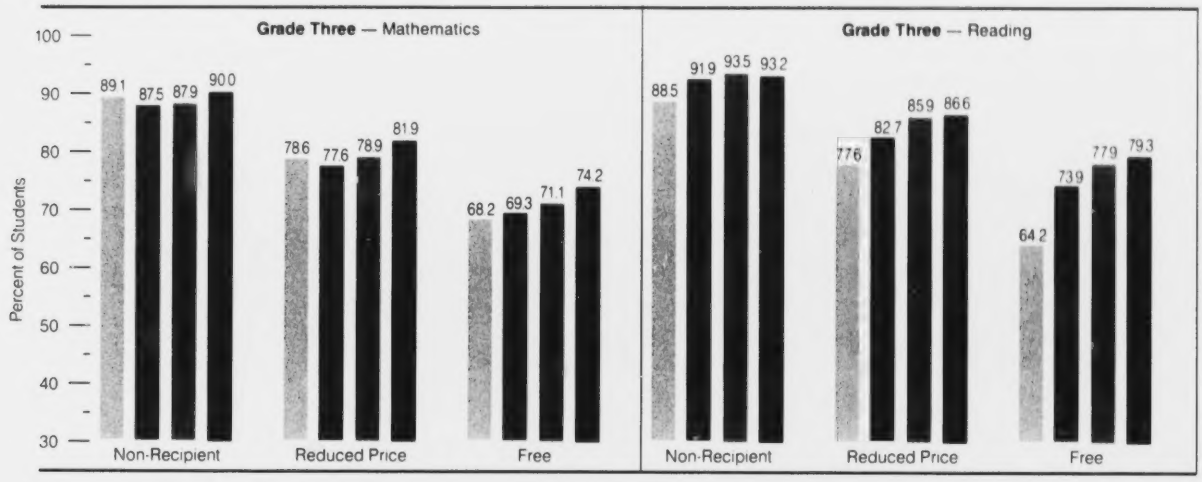


Number Tested:	Mathematics				Reading			
	1984	1985	1986	1987	1984	1985	1986	1987
Reduced	3,642	3,668	3,764	4,370	3,645	3,670	3,765	4,369
Free	23,298	22,802	23,563	23,145	23,319	22,817	23,583	23,151

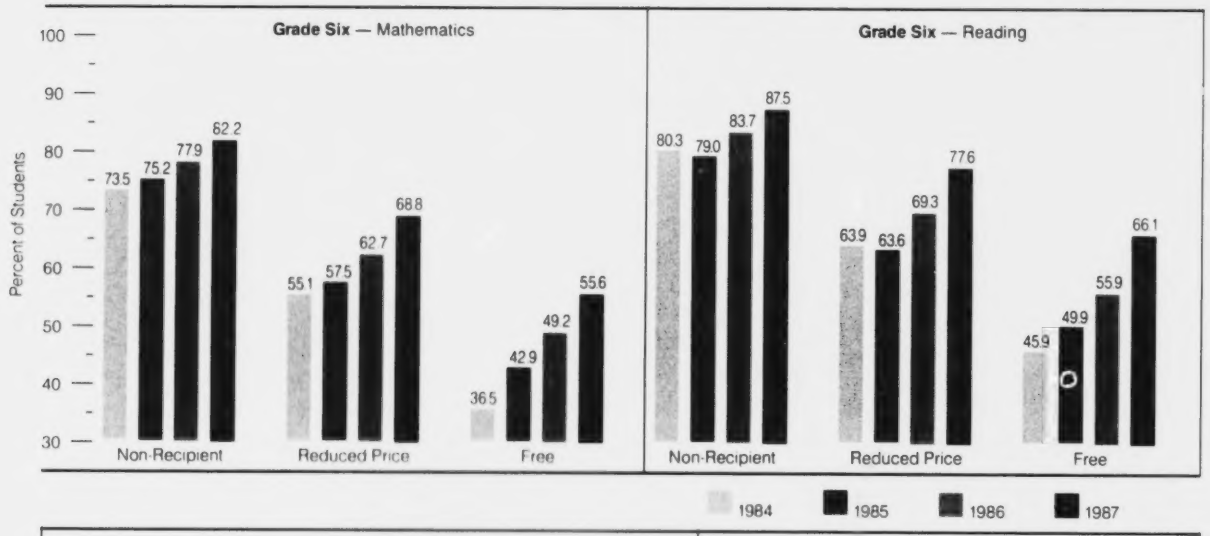


Number Tested:	Mathematics				Reading			
	1984	1985	1986	1987	1984	1985	1986	1987
Reduced	3,224	3,637	3,406	4,129	3,227	3,633	3,401	4,131
Free	18,965	18,612	19,079	18,405	18,971	18,602	19,063	18,375

GRAPH 1-3 — *continued*

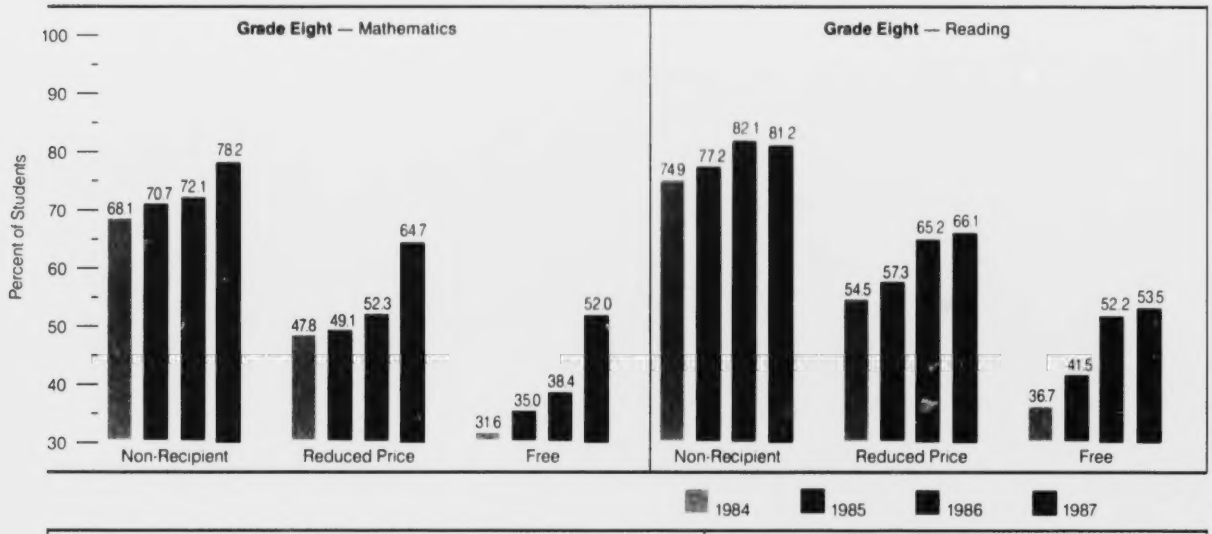


Number Tested:	Mathematics				Reading			
	1984	1985	1986	1987	1984	1985	1986	1987
Reduced	3,392	3,387	3,529	3,880	3,391	3,384	3,523	3,874
Free	18,864	17,312	18,066	17,618	18,860	17,282	18,037	17,578



Number Tested:	Mathematics				Reading			
	1984	1985	1986	1987	1984	1985	1986	1987
Reduced	3,737	3,798	3,427	3,667	3,736	3,797	3,418	3,662
Free	18,944	17,041	16,424	15,360	18,957	17,053	16,413	15,356

GRAPH 1-3 — *continued*



Number Tested:	Mathematics				Reading			
	1984	1985	1986	1987	1984	1985	1986	1987
Reduced	3,033	3,377	3,215	3,333	3,045	3,381	3,213	3,334
Free	16,605	16,178	15,568	14,005	16,673	16,218	15,588	14,040

EXIT EXAM

Beginning with the Class of 1990, all South Carolina students receiving a high school diploma must have passed the Basic Skills Assessment Program (BSAP) exit examination. The Spring 1987 administration of the test was the second time the exit exam has been piloted. Approximately three fourths of the tenth-graders taking the exam for the first time passed individual portions of the test. However, only 58% passed all three portions, thereby "qualifying" for high school graduation (see Graph 1-4).

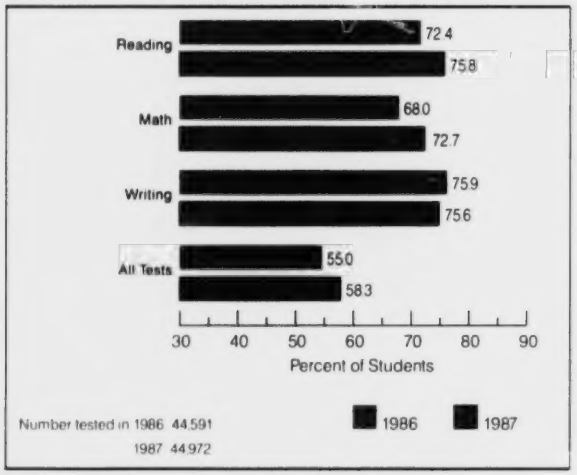
Students take the exit exam initially in the tenth grade and must participate in a remedial program if they do not pass the reading, mathematics, and/or writing portions of the test. Additional opportunities to pass the test are given in the eleventh and twelfth grades.

The first time the exit exam was piloted, 55% of the students passed all portions of the test. Of the students who did not pass all portions, 15,864 took the exam a second time during the 1987 administration and almost 25% of this group "qualified" for graduation. As a result of the second testing, 65% of the 1985-86 tenth-grade students have passed the exit exam (see Graph 1-5). Thus far, 4.9% of the first pilot-test group have failed to pass any of the subtests.

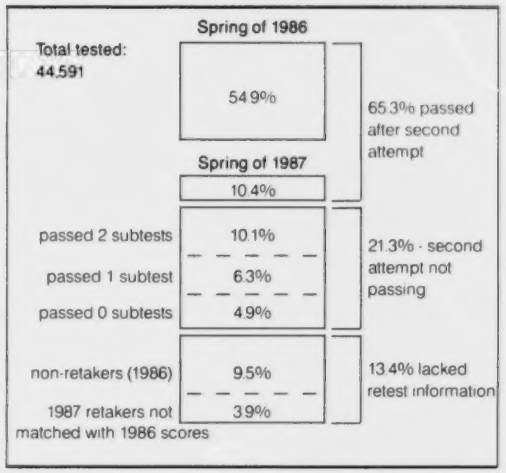
Concerns have been expressed as to whether students directly affected by the exit exam are fully aware of the requirement. The 1987 statewide survey of students asked a sample of eighth-graders (the Class of 1991) if they knew they would be required to pass an exit exam in order to graduate from high school. Fewer than 1% of the students reported not knowing about the test. Of those polled, 72% said they had learned about the test from their school.

The 1987 survey of public school parents and teachers and the public (with no ties to the schools) asked for opinions on the exit exam. The requirement of an exit exam for a high school diploma drew support from over 85% of each of the groups (see Appendix A for survey details).

GRAPH 1-4 — BSAP EXIT EXAMINATION
First Attempt — Tenth-Grade Students Scoring Above the Standard



GRAPH 1-5 — 1985-86 GRADE TEN STUDENTS
CUMULATIVE PASSING RATE — EXIT EXAM



COMPREHENSIVE TESTS OF BASIC SKILLS

Between 1986 and 1987, student performance improved in the seven skill areas and in battery totals for the five grades tested on the Comprehensive Tests of Basic Skills (CTBS) (see Graph 1-6). The results of the testing showed:

- The 1987 improvement in test scores continued a five-year trend for grades four and seven, the two grades tested every year since 1983.
- For the first time, students in grades five and seven scored above the national performance level in all areas tested.
- Ninth-grade students improved so that all areas except reading were above the national performance level.
- In the eleventh grade, performance remained below the national performance level in reading, reference skills, and science.
- With a 4.9 percentage point gain, seventh-grade spelling exhibited the largest increase of students performing above the national performance level. The fourth grade followed with a 4.7 point increase in mathematics.

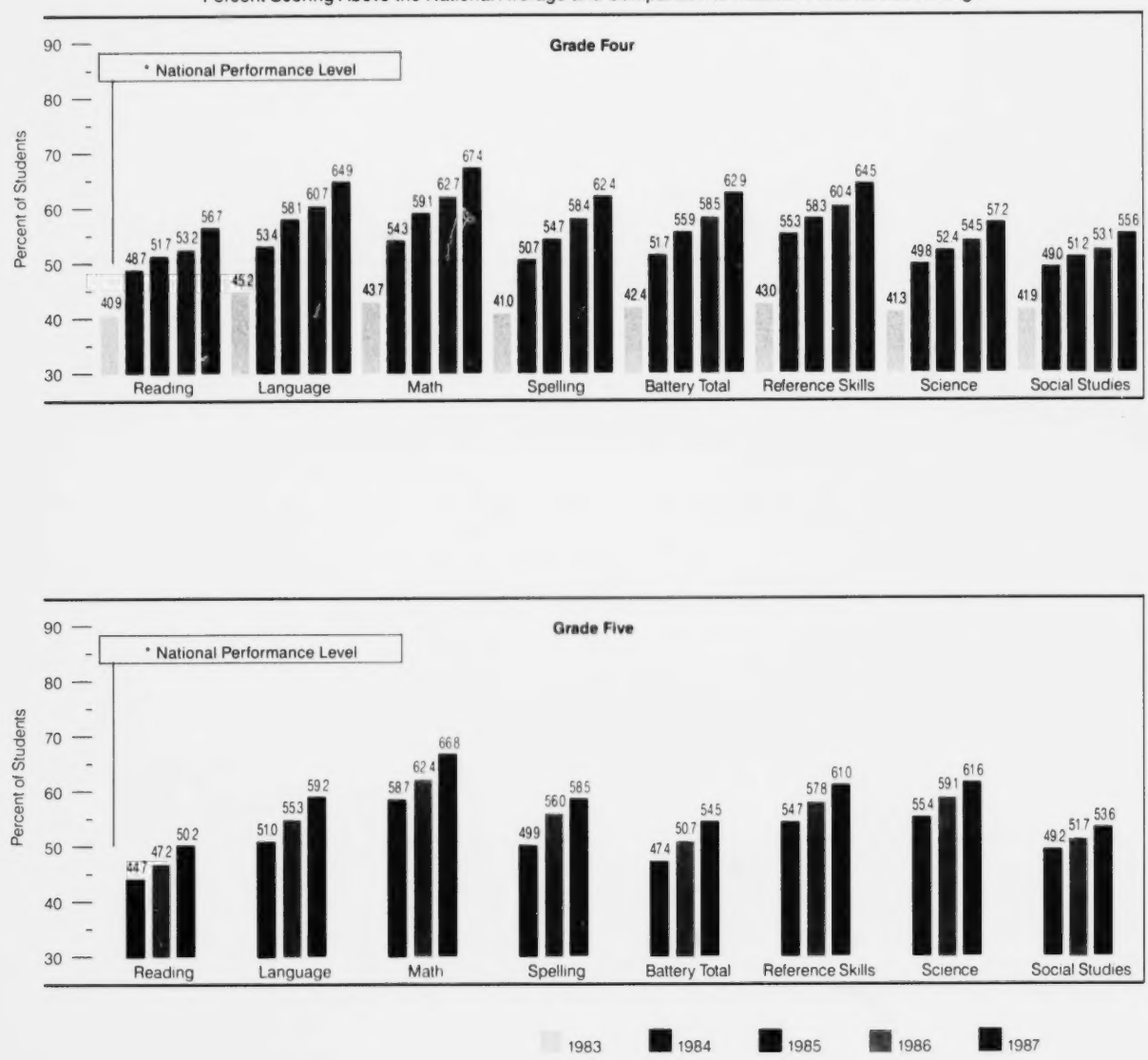
The CTBS is a nationally normed, standardized test that permits the performance of South Carolina students to be compared to that of a national sample of students in seven areas. The test also allows the examination of student performance over time, as well as the comparison of different groups of students at a particular grade level. The national sample of students or "norming group" was obtained in 1981. Plans call for the CTBS to be renormed in 1989.

Peer Performance

One of the best methods for analyzing student performance is to compare the test results of the same group of students at different grades. A comparison of the CTBS performance of seventh-graders in 1987 to the performance of the same group when they were in the fourth grade in 1984 shows improvement in all areas relative to the national group, with the exception of reference skills (see Graph 1-6). Changes in performance between the 1987 ninth-graders and the 1985 seventh-grade class showed mixed results. This group's performance not only fell slightly in reading and science but also showed a drop of five percentage points in spelling.

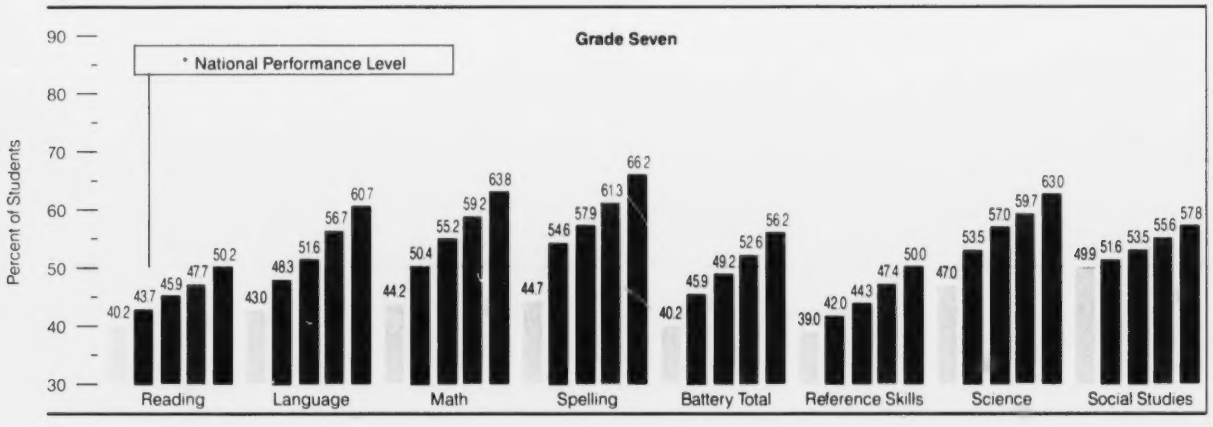
The differences in performance of the two groups may reflect the impact of the earlier education reform on student performance. The 1987 seventh-graders entered school after the Education Finance Act funded statewide kindergarten and the Basic Skills Assessment Program for addressing student deficiencies was developed. The older group was already in school when these initiatives began.

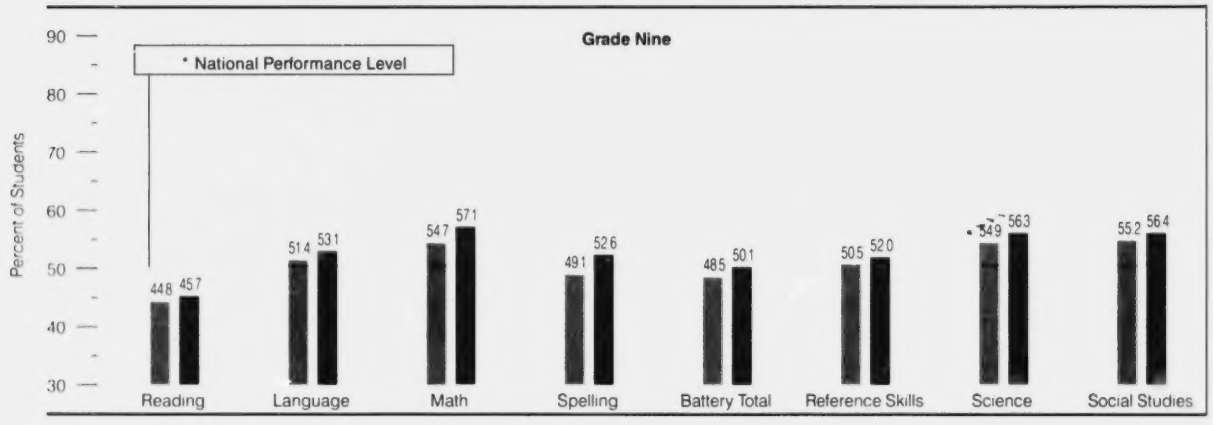
GRAPH 1-6 — COMPREHENSIVE TESTS OF BASIC SKILLS
Percent Scoring Above the National Average and Comparison to National Performance Average

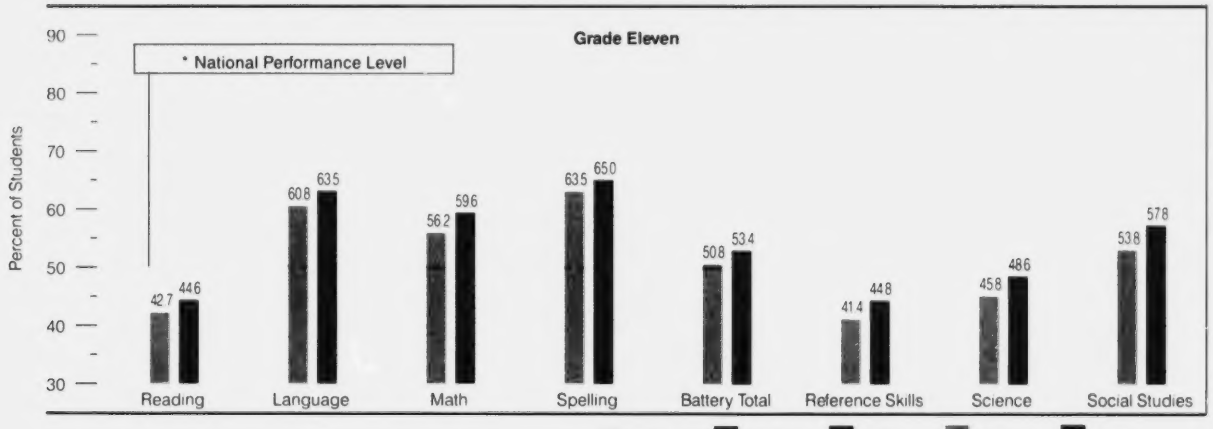


* Based on 1981 national sample of students

GRAPH 1-6 — *continued*





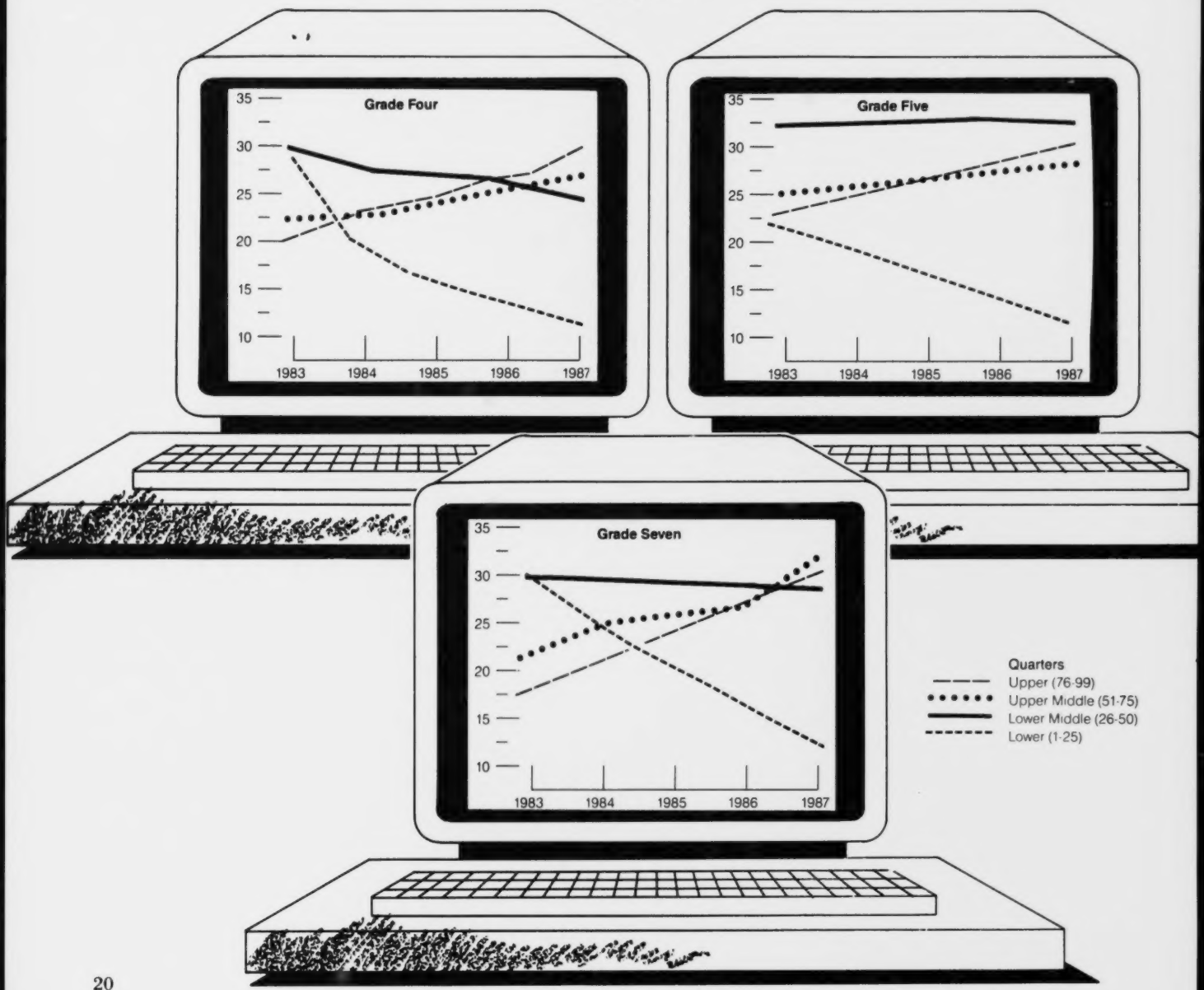


Number Tested:	Grade	1983	1984	1985	1986	1987
	4	44,638	43,397	42,100	42,406	44,946
	5			43,061	42,501	42,831
	7	49,464	50,684	47,945	46,764	46,123
	9				51,284	50,386
	11				35,944	38,670

Changes in the Distribution

The distribution of students within each quarter of the national distribution on the CTBS again showed South Carolina students moving out of the bottom quarter in all skill areas and for all five grades tested. Further, the top two quarters experienced increases in all areas and for all grades tested. If South Carolina students had performed on the test as did the norming group, then 25% of our students would be in each quarter of the distribution. Yet, for example, on battery total the percentage of our fourth-grade students in the bottom quarter was less than 12% in 1987, down from 28% in 1983. At the same time, our students in the top quarter increased to 34%; 20% were in this quarter in 1983. Graph 1-7 shows the changes in student distribution on the battery total, which includes reading, language, and mathematics for the three grades tested more than two years. The movement displayed here is representative of the performance in all areas and indicates that students all along the spectrum of performance continue to improve on the CTBS.

GRAPH 1-7 — CTBS/U PERCENT OF STUDENTS
IN EACH QUARTER OF THE NATIONAL NORMATIVE DISTRIBUTION
Battery Total



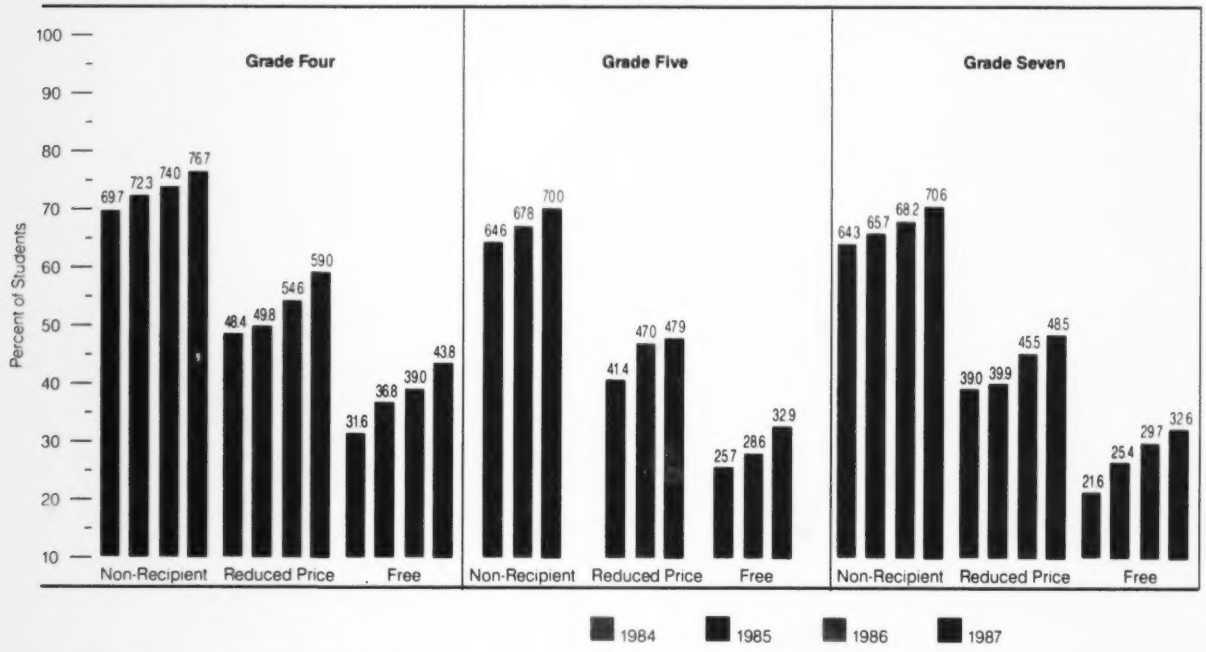
Performance by Lunch Program Recipients

Those students of lower socioeconomic status, as measured by participation in free and reduced-price lunch programs, have historically performed less well on the CTBS than students not receiving the federal lunch program. Gains in the percentage of lunch program recipients scoring above the national performance level have been equal to, or larger than, those of non-recipients. While the performance gaps between non-recipient students and free lunch recipients have narrowed slightly, the differences remain large — an average of 36 percentage points in grades four, five, and seven on the battery total which includes reading, language, and mathematics (see Graph 1-8).

The improved performance of the program participants in the last four years in grades four and seven represents over 2,400 and 2,000 additional students, respectively, now scoring above the national norm. In grade five, the improved test scores for the last three years has meant that 1,400 more students participating in the federal lunch program have scored above the norm. Approximately 19,000 students participate in the lunch program in each of these grades.

GRAPH 1-8 — COMPREHENSIVE TESTS OF BASIC SKILLS

Percent Scoring Above the National Average on Battery Total* by Lunch Program Recipients and Non-Recipients



* Battery total includes reading, language, and mathematics

Number tested Grade Four:

	1984	1985	1986	1987
Reduced	3,520	3,476	3,402	3,930
Free	18,000	16,571	16,706	16,592

Number tested Grade Five:

	1984	1985	1986	1987
Reduced		3,615	3,452	3,691
Free		16,314	16,448	15,530

Number tested Grade Seven:

	1984	1985	1986	1987
Reduced	3,672	3,714	3,499	3,690
Free	18,672	16,747	16,614	15,129

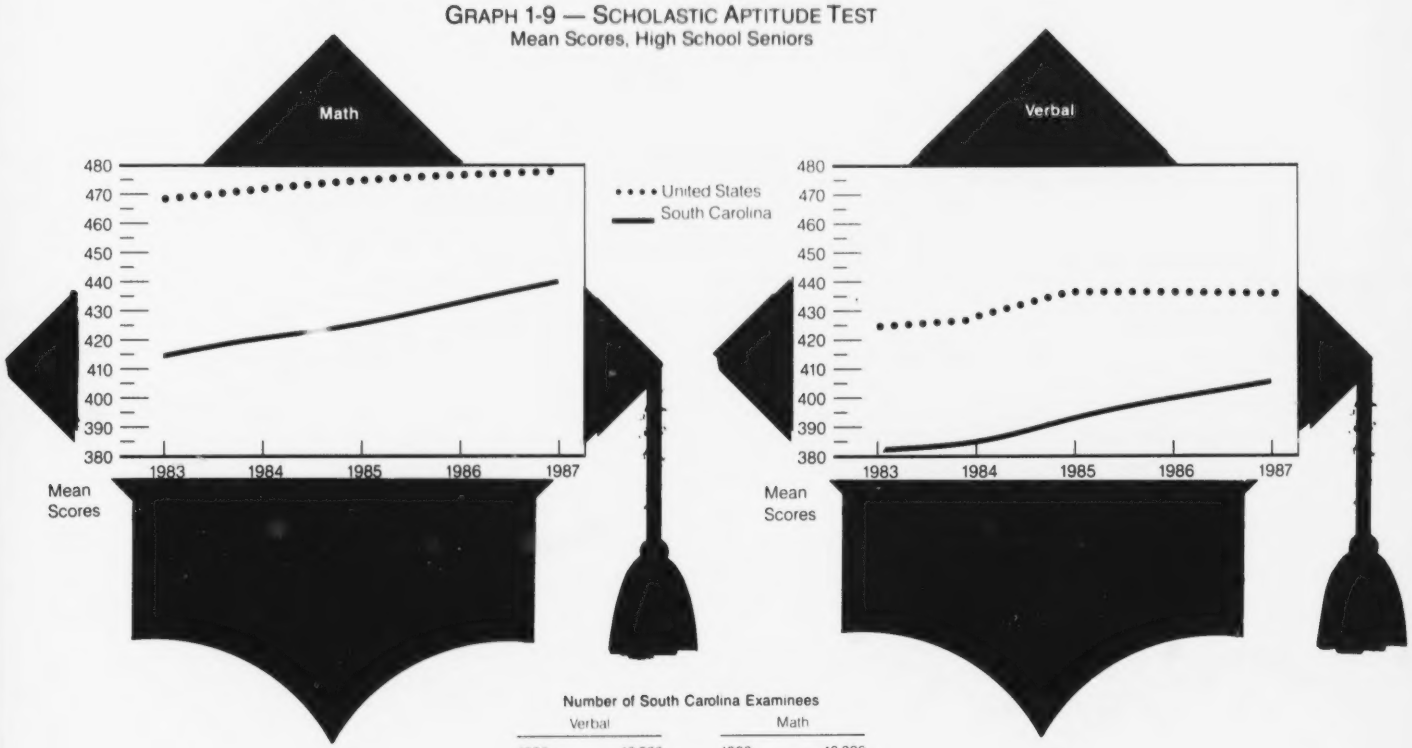
SCHOLASTIC APTITUDE TEST

South Carolina scores on the 1987 Scholastic Aptitude Test (SAT) rose a total of six points from 1986. The mean score on the verbal portion of the test was up by two points, and the mathematics score increased by four points (see Graph 1-9). The rise in South Carolina's scores came in a year when the number of students taking the test increased by over 1,250 to 19,851 examinees, or 57% of the high school graduates.

Nationally, the total mean score showed no change since the scores on the verbal portion of the test declined by one point and on the mathematics section increased by one point. Only one state, Mississippi, surpassed South Carolina's six-point gain, with a gain of seven points. This marked the third year South Carolina was in the forefront of gains on the SAT. Thirty-six states either made no gains or exhibited a decline in total scores in 1987.

The SAT is considered to test higher order thinking skills, which have been targeted for emphasis by the EIA. While the mean scores for South Carolina have improved on the two portions of the test, the percent of students scoring 600 and above (4.1% on verbal and 9.5% on mathematics) remained about half that nationally (see Table 1-1). A comparison of the distribution of South Carolina scores with the national scores is shown in Graph 1-10. These charts illustrate the larger percentage of the state's students scoring below 400 points on both parts of the test. These results may indicate a need for even greater emphasis on these skills in the state's schools.

GRAPH 1-9 — SCHOLASTIC APTITUDE TEST
Mean Scores, High School Seniors



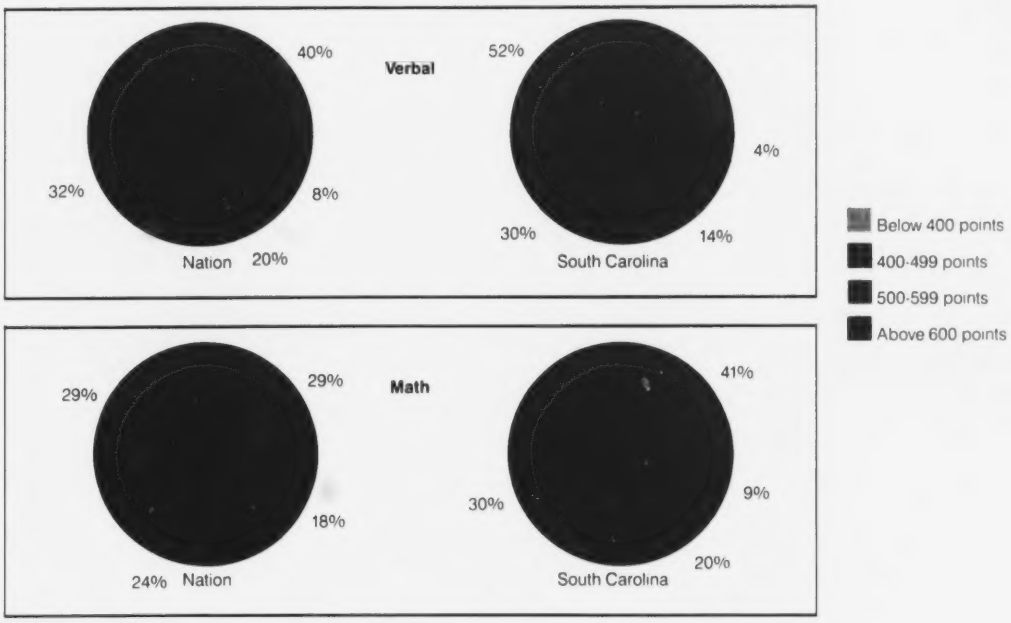
Number of South Carolina Examinees

Verbal		Math	
1983	18,228	1983	18,226
1984	18,029	1984	18,029
1985	18,298	1985	18,298
1986	18,580	1986	18,580
1987	19,851	1987	19,851

TABLE 1-1 — SCHOLASTIC APTITUDE TEST
Comparison of Students Scoring 600 and Above for South Carolina and the Nation

	1982-83		1983-84		1984-85		1985-86		1986-87	
	N	SC	N	SC	N	SC	N	SC	N	SC
Verbal	6.8%	3.1%	7.3%	3.2%	7.8%	3.6%	7.8%	3.9%	8.1%	4.1%
Math	15.9%	6.6%	16.6%	7.0%	17.0%	7.1%	17.9%	8.7%	18.3%	9.5%

GRAPH 1-10 — SCHOLASTIC APTITUDE TEST
Comparison of Distribution of Scores, 1987



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

South Carolina's scores on the 1987 assessment of mathematics and U.S. history proficiency compared favorably with those of the nation and other southeastern states. The average mathematics score of this state's eleventh graders was 285.9, 3.1 points below the national average of 289. In U.S. history proficiency, the state score of 280.7 essentially placed this state at the national average (see Chart 1-1). Last year, the assessment examined reading and writing proficiency. South Carolina's students scored at the national average in both areas.

The National Assessment of Educational Progress (NAEP) enables states to compare student achievement among states and with current national data. The schools and eleventh graders involved in the testing are randomly selected in each state. The results estimate achievement of all eleventh grade students in the public schools.

The NAEP testing is a part of the Southern Regional Education Board (SREB) State Assessment Project. Seventy-six South Carolina high schools and 2,055 students were among the 680 schools and 15,600 students from this region involved in the 1987 testing. Eight states from this region participated in the mathematics and U.S. history assessment: Arkansas, Florida, Louisiana, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Although the state's students were at or near the national average in mathematics and U.S. history, analysis of the national data indicated weaknesses in national performance. In

mathematics, higher order problems posed difficulties for the students in both the nation and the region. For example, fewer than one fourth of the students could work a simple algebraic problem with one unknown (20% in South Carolina) or convert square feet into square yards (again 20%).

Further, while South Carolina students were on a par with students nationally on the U.S. history test, the overall national performance was judged to be weak. The national average of 55% correct answers on the history portion was considered a "shameful level of performance" by analysts of the NAEP. Additionally, less than 60% of the students could place World War II between 1900 and 1950 (48% in South Carolina), and less than one third knew that Jim Crow laws were used to enforce racial segregation (29% in this state).

CHART 1-1 — AVERAGE PROFICIENCY OF 11TH GRADE STUDENTS — 1987

DROPOUT RATES AND HOLDING POWER

Keeping students in school until graduation remains a problem for South Carolina as well as the nation. In the United States, it is estimated that approximately 30% of the nation's students do not graduate with their peers. In this state, between one in every three and one in every four students leaves school before graduation.

Obtaining accurate information on the number of students leaving school is difficult. Therefore, in this report, the ability of South Carolina to keep students in school is examined in several ways. Two of the statistics, which use the dropout rates, show improvement in the number of students staying in school, while the two statistics which use enrollments show no improvement. Although the trends appear somewhat contradictory, the estimates of the number of students staying in school indicate a continuing problem.

Dropout Rates

Traditionally, dropout rates have been reported as the percent of students leaving school within a given year for grades nine through twelve. This statistic showed that 4% of those enrolled in these four grades left school during 1986-87 (see Table 1-2). This is the third year that this figure has shown a decline. A dropout, as reported by the school districts, is defined as "a pupil who leaves school for any reason, except death, before graduation or completion of a course of studies and without transferring to another school."

TABLE 1-2 — STUDENT DROPOUT RATES
Percent of Ninth to Twelfth-Grade Dropouts to Enrollment

Year	Total Student Dropouts	Percent of Enrollment*
1982-83	9,314	5.0
1983-84	9,659	5.3
1984-85	8,605	4.7
1985-86	8,048	4.4
1986-87	7,466	4.0

* Grades 9-12

Calculating the number of dropouts experienced by a particular senior class (i.e., over the four years of high school) provides a clearer picture of the rate at which students are estimated to be leaving school before graduation (see Table 1-3). This statistic indicates that approximately 27% of the students who were enrolled in the ninth grade in 1982-83 did not graduate with the Class of 1986 (most recent year for which graduation data are available).

TABLE 1-3 — GRADUATION RATE USING CUMULATIVE DROPOUT NUMBERS FOR HIGH SCHOOL YEARS

Graduating Class	Number of Graduates	Cumulative Number of Dropouts	Graduating With Peers
1983	37,570	11,163	70.3
1984	36,101	10,476	71.0
1985	35,004	9,780	72.1
1986	34,415	9,463	72.5
1987	33,100*	8,181	75.3

* Projected number of graduates

Holding Power

Another method of determining dropout rates compares the enrollment of the high school senior class with its ninth-grade enrollment three years earlier. This statistic indicates that 68% of the students stayed in school through the twelfth grade. As can be seen in Table 1-4, holding power over time shows a slight decline.

A variation of this statistic is used nationally to estimate dropouts and compares the enrollment of a ninth-grade class with the number of graduates the class has four years later. The latest data for this statistic are for the Class of 1986. These data show that 64% of the state's students stayed in school and graduated with their peers (see Table 1-5).

In the past, the number of students leaving school before obtaining a high school diploma was not given the attention that it is today. At one time, the economy of the state and the nation provided jobs for individuals lacking a high school education. Studies of the labor market, however, indicate that this situation is coming to an end and that every student who drops out of school represents a significant financial drain on the state.

TABLE 1-4 — HOLDING POWER OF SCHOOLS
Comparing Twelfth-Grade Enrollment to Ninth-Grade Enrollment Three Years Earlier

Period	Percent of Enrollment
1979-80 to 1982-83	70.4
1980-81 to 1983-84	70.5
1981-82 to 1984-85	69.4
1982-83 to 1985-86	69.4
1983-84 to 1986-87	67.9

TABLE 1-5 — GRADUATION RATE
Comparing Ninth-Grade Enrollment to High School Graduate Numbers Four Years Later

Year Ninth Graders	Ninth Grade Enrollment	Graduating Class	Number of Graduates	Percent Graduating with Peers
1979-80	57,155	1982-83	37,570	65.7
1980-81	55,954	1983-84	36,101	64.5
1981-82	54,413	1984-85	35,004	64.3
1982-83	53,367	1985-86	34,415	64.5
1983-84	53,445	1986-87	33,100 *	61.9

* Projected number of graduates

STUDENT ATTENDANCE

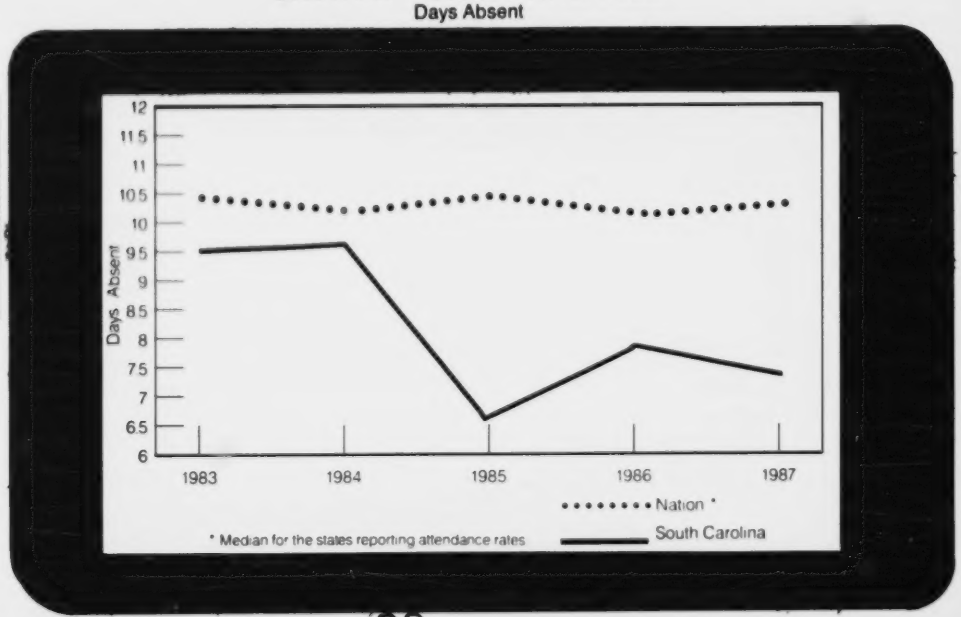
During 1986-87, the student attendance rate in South Carolina's public schools was 96%. This figure means that students were absent 7.2 days on the average during the 180- day school year (see Table 1-6). The 1986-87 school year marked the third year the EIA attendance regulations, allowing a maximum of 10 absences, were in effect.

During the first year of the attendance regulations (1984-85), students were absent 6.8 days on the average. The 7.2 average days absence represents a 25% drop from the pre-EIA rate of 9.6 days. For the last two years, South Carolina led the nation in student attendance, but the 1986-87 rate ranked the state as fourth. Connecticut led the nation with only 3.8 days average absences, while North Dakota and Colorado averaged 6.7 and 7.1 days, respectively. Overall, the national median of states reporting average days absent showed little change at 10.2 days (see Graph 1-11).

TABLE 1-6
STUDENT ATTENDANCE
Percent of Average Daily Attendance (ADA) to Average Daily Membership (ADM)

Year	Percent Attendance	Average Days Absent
1982-83	94.74	9.5
1983-84	94.67	9.6
1984-85	96.21	6.8
1985-86	95.78	7.6
1986-87	96.00	7.2

GRAPH 1-11 — STUDENT ATTENDANCE
Days Absent



TEACHER ATTENDANCE

The teacher attendance rate increased slightly during school year 1986-87. Teachers were absent an average of 6.5 days during their 190-day contract, excluding long-term illness, professional leave, and special circumstances (see Table 1-7). The 96.6% attendance rate is the highest of the three years during which this information has been collected.

TABLE 1-7 — TEACHER ATTENDANCE
Total days of employment minus total days absent
compared to total days employment, 190-day contract

M T W Th F

Year	Percent Attendance	Average Days Absent
1984-85	96.33	7.0
1985-86	96.34	7.0
1986-87	96.59	6.5

COLLEGE SUCCESS

The number of South Carolina high school students enrolled as freshmen in this state's colleges continued to increase slightly in 1986-87. The percentage of courses passed by college freshmen also continued to exhibit a slight rise. Over 15,600 students (45.5%) were admitted to colleges, an increase of 2.7 percentage points over the figures for 1985-86. These students passed 91.8% of their classes, as compared to 91.6% for the previous year. Details on the percent of courses passed by subject can be seen in Table 1-8.

TABLE 1-8 — SUCCESS OF SOUTH CAROLINA HIGH SCHOOL GRADUATES ENROLLED AS FRESHMEN IN SOUTH CAROLINA COLLEGES

	1984-85		1985-86		1986-87	
Subject	Total Courses Passed	Percent Courses Passed	Total Courses Passed	Percent Courses Passed	Total Courses Passed	Percent Courses Passed
Language Arts	12,076	91.8	12,405	93.6	12,099	93.7
Mathematics	7,947	83.4	9,051	86.5	9,302	86.6
Science	6,256	89.0	6,583	89.5	6,451	89.5
Social Studies/Science	11,233	90.5	11,519	91.9	11,225	91.9
Subtotal	**37,512**	**89.1**	**39,558**	**90.7**	**39,077**	**90.7**
Elementary & Secondary Education	563	92.4	511	94.3	557	94.2
Business	3,170	87.7	2,513	91.1	2,350	92.4
Foreign Language	1,803	90.5	1,876	92.0	2,092	93.1
Fine Arts	2,575	93.9	2,484	94.1	2,714	94.5
Other	8,808	94.0	10,395	94.6	10,605	94.5
Subtotal	**16,919**	**92.3**	**17,779**	**93.7**	**18,318**	**94.1**
Total percentage of completed courses passed by freshmen	**54,431**	**90.0**	**57,337**	**91.6**	**57,395**	**91.8**

	1984-85	1985-86	1986-87
Number of high school graduates admitted to freshman class	15,142	14,991	15,660
% of high school graduates	(41.9)	(42.8)	(45.5)
Number of freshmen reported	13,535	13,640	14,223
% of total admitted	(89.4)	(91.0)	(90.9)
Number attended in state	13,239	12,637	12,892
Sub-freshmen courses	1,514	1,492	1,552
Withdrew from college	381	394	388

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Total dropouts as a percent of total enrollment. (1984-85, 1985-86, 1986-87). (Available from the South Carolina Department of Education, Office of Research, Columbia, South Carolina)

Total enrollment by grade, by district, 35-day enrollment for 180-day period. (1981-82, 1982-83, 1983-84, 1984-85, 1985-86, 1986-87). (Available from the South Carolina Department of Education, Office of Research, Columbia, South Carolina)

Services to Students

CHAPTER 2

OVERVIEW

Within the next decade, almost 500,000 additional children will pass through the doors of South Carolina's elementary schools. Deficits in academic achievement suggest both the need for services to these students and for renewed educational effort. With this in mind, the EIA provides a strategy for improving academic achievement by placing emphasis on matching students' academic needs and abilities with appropriate programs. Included in the Act are programs for four-year-olds, compensatory and remedial students, the gifted and talented, vocational education, and advanced placement students. Many of these programs were already in place and subsequently expanded by the Act; other programs were initiated by the EIA (see Table 2-1).

A review of these programs revealed the following highlights:

- Two studies on the impact of the half-day program for four-year-olds indicated that this approach was effective for certain groups of children and that effectiveness was highly related to degree of implementation.
- Impressive gains were made by students in the remedial and compensatory programs in 1985-86 (statewide average NCE gains ranged from 4.42 to 7.92). Over 240,000 of the students were served in these programs during 1985-86.
- Enrollment in the academic gifted and talented programs in grades three through eight, where the majority of the programs are provided, ranged from 7.9% to 11.6% of the student population. Almost 10,000 more students were served by these programs in 1986-87.
- Of the students who completed vocational education programs in 1985-86, 43% were employed in areas related to their vocational program training, an increase from the 37% reported last year. An additional 30% were in a related area of training in the military or higher education, a figure similar to the prior year's percentage.
- The percentage of Advanced Placement Examinations qualifying students for college credit increased to 51% in 1987, moving toward the pre-EIA rate of 55% qualifying. This improvement occurred in a year when the number of exams qualifying for credit was larger than the total number of exams taken in 1984, prior to the EIA.
- All school districts received intervention, prevention, and treatment services for drug and alcohol abuse under the School Intervention Program. Also, the Continuum of Care Program served emotionally handicapped students in 17 counties across the state.

TABLE 2-1 — STUDENTS SERVED IN PROGRAMS *

	1984-85	1985-86	1986-87
Compensatory, Grades 1-6	77,425	—	—
Compensatory, Grades 1-12	—	117,796	110,588
Remedial, Grades 2-6 and 7 (special)	20,814	—	—
Remedial, Grades 7-12	97,892	126,819	149,869
Gifted and Talented	18,741	28,222	37,929
Advanced Placement	6,588	7,312	7,445
Half-Day Child Development	3,365	6,715	7,943

* Includes students who received service during the school year and also in summer school.

HALF-DAY PROGRAMS FOR FOUR-YEAR-OLDS

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line	implementation voluntary				
Expenditures (in millions)	$2.2 48 districts	$4.9* 61 districts	$7.0* 72 districts		

* Appropriation was $5.7 million in 1986 and $7.6 million in 1987.

Half-day child development programs for four-year-olds were operated voluntarily by school districts and served 7,943 children in 72 districts in 1986-87. To be eligible for the EIA-funded program, children must reach the age of four by November 1 and have "predicted readiness deficiencies" as established by a screening procedure. Other factors such as age of parents, number of persons living in the household, and income level may be used in addition to the prediction of learning problems.

Two research studies on the impact of the half-day program indicate that this approach is effective for certain groups of children and that effectiveness is highly related to the degree of implementation. Different strategies were used by the two research projects to evaluate EIA preschool programs.

One project, which is ongoing, is a statewide longitudinal study in which CSAB and BSAP scores of three groups (cohorts) of preschool participants are being compared with the scores of non-participants, all from the years 1983-84, 1984-85, and 1985-86. When completed, the project will cover a five-year period beginning with the students' entry into preschool and ending with their completion of the third grade. The second project will also follow students from preschool through third grade, but compares participants and non-participants from only the 1985-86 school year. This study, which uses small samples of students and teachers from three school districts, focuses on the relationship between kindergarten CSAB readiness scores (and later on BSAP scores) and the degree of program implementation in the classrooms.

Preliminary results of the longitudinal study were reported in the 1986 Assessment Report. The data from that study have been reanalyzed, and the original conclusions have changed somewhat. Data used for this reanalysis were limited to those students eligible for the federal free lunch program and to non-repeating students. The results of the study indicate that this approach is effective for certain types of students.

- The program had a positive impact on the first-grade reading achievement of black students. Black participants in the program had higher reading scores than black non-participants, whereas participants from "other" ethnic backgrounds had substantially lower reading scores than "other" non-participants.
- The expected superior mathematics performance of older children was amplified by participation in the program. The superiority of the mathematics mean score of the older students over the younger students was significantly greater for program participants than the difference for non-participants. In fact, contrary to expectations, the mathematics mean score of the older participants was 17 points higher than that of the older non-participants.
- There was less need for compensatory education among older students who attended the EIA-funded preschool program. Placement in a compensatory program was needed significantly less often by participants than by peers in the same age group who did not participate in the program. Children were defined as "older" or "younger" if they were more than, or less than, four and one-half years of age when they entered the program.
- The program had a positive effect on the CSAB performance of females. The tendency of females to score higher than males on the CSAB was magnified significantly by participation in the preschool program. Moreover, the female participants (who have been judged to be "at risk") scored slightly higher on the CSAB than did the girls in the non-participant comparison group.

It should be pointed out that by focusing the data analysis on students eligible for free lunch and on non-repeaters, any generalization of the findings must be limited to children with similar socioeconomic backgrounds and educational characteristics.

In the second study, the performance of preschool participants was compared with that of non-participants who qualified for the programs but had been placed on a waiting list due to lack of funding or lack of space. Performance was measured by the CSAB administered in kindergarten in the Fall of 1986. Participation in the preschool program had significant positive effects on CSAB readiness. These effects became apparent only after the scores of students in the classes of two teachers were eliminated from the analysis. It was determined that these teachers' class management scores on the PCI (Preschool Classroom Implementation Rating Instrument) were zero, indicating that they did not have their classes under control. This study concluded that only well-managed classrooms significantly improved CSAB readiness scores.

REMEDIAL AND COMPENSATORY PROGRAMS

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line	implement statewide				
Expenditures (in millions)	$55.2 implemented statewide	$53.7 funding priorities mandated, implemented	$53.6 other priorities mandated, implemented		

Thirty-one South Carolina public elementary and secondary schools were visited during the Spring of 1987 as part of an ongoing evaluation of EIA-funded remedial and compensatory programs. The visits were designed to collect data about important aspects of these programs and involved four district program staff, eight classroom teachers, and personnel from the Division of Public Accountability.

Based on the preliminary report, general findings concerning the programs can be summarized as follows:

- Principals, teachers, and aides were nearly unanimous in their enthusiasm for EIA remedial and compensatory programs.
- These same three groups reported that students liked remedial and compensatory classes and were pleased with the progress they were making in the basic skills.
- Principals and teachers reported that parents of students in remedial and compensatory classes were satisfied with the progress their children were making.
- Multiple classroom models and teaching approaches were used, but no particular method was cited as being better than others. Implementation of particular models seemed to depend primarily on local conditions.
- Scheduling, space, and lack of program flexibility were among the concerns expressed by principals, teachers, and aides.
- Few differences were found between schools ranked as either "high" or "low" based on average student gains in compensatory classes. Schools ranked as "high" tended to be led by principals with more experience in education, their principals and teachers expressed more varied and complete ideas about evaluation, and their principals and teachers reported greater success in involving the parents of compensatory students.

Differences Between "High" and "Low" Schools

By considering gain scores for the 1985-86 compensatory reading and mathematics programs, it was possible to group 20 elementary schools into eight schools with "high" gain scores, four schools with "middle" gain scores, and eight schools with "low" gain scores. Schools in only the "high" and "low" groups were analyzed for comparison purposes.

During the visits, 20 different areas were reviewed with principals and 15 different areas with compensatory teachers. Differences between principals and teachers from "high" and "low" schools were detected in only the four areas of principal's years in education, ideas concerning program evaluation, involvement of parents of compensatory students, and use of evidence other than test scores to assess student progress.

Principals in the "high" group had more total years in education than did principals from the "low" group (mean = 25.6 years vs. 20.5 years). This group also recorded more total years as principals (mean = 16.4 vs. 6.4 years), but fewer years as principals at the present school (mean = 3.9 years vs. 5.6 years). The latter figure was misleading since one principal in the "low" group served 19 years as a principal at the present school. Removal of that principal from the computations resulted in the mean for years as principal at the present school being nearly identical for the two groups. The other two means were affected only slightly.

In the area of program evaluation, principals and teachers from schools in the "high" group gave more numerous and varied responses than did their counterparts in the "low" group. In addition, principals from the "high" group gave responses which were more relevant to the question of program evaluation than did principals from the "low" group. This trend continued in the area of parental involvement, where principals from schools in the "high" group again gave more complete and varied responses than did principals from schools in the "low" group. The reported success of involving parents by principals and teachers seemed to favor the "high" group.

The area of "other evidence of success" focused on identifying factors other than test scores which were used by principals and teachers to judge the progress of students in compensatory programs. Differences between principals from the "high" and "low" groups of schools were slight, although more principals from the "high" group reported looking at information other than test scores. The most common response of principals was "teacher judgment and observation."

Teacher responses focused more on student behaviors. Teachers from the "high" group of schools mentioned affective factors (e.g., better self-concept, better attitudes) more often, whereas teachers from the "low" group of schools more frequently mentioned cognitive factors

(e.g., improved problem-solving ability), or cognitive factors in conjunction with affective factors (for example, eagerness to learn).

Program and School Achievement Gains

Results from the evaluation of remedial and compensatory programs in reading and mathematics for 1985-86 were included in the 1986 edition of the assessment report in preliminary form since data were not available to allow completion of the study. The final report for school year 1985-86 showed only minor changes in NCE[1] (Normal Curve Equivalent) and percentile gains by program and by grade. The conclusions, therefore, remain the same — impressive NCE gains were made by students in all four programs (see Tables 2-2 and 2-3).

TABLE 2-2 — STATEWIDE AVERAGE NCE GAINS
1984-85 and 1985-86 Compensatory/Remedial Programs

Program	Statewide Average NCE Gains		Number of Students Evaluated*	
	1985	1986	1985	1986
Compensatory Reading	4.85	4.42	21,391	48,306
Compensatory Mathematics	8.91	7.92	23,036	46,834
Remedial Reading	3.34	5.42	20,078	25,536
Remedial Mathematics	6.65	5.95	20,032	27,332

*The number of students used in the evaluation is less than the number funded and served for a number of reasons:

1. Students served in more than one district during the year were counted only once for evaluation.
2. The statewide testing program was not available for all grades.
3. Students whose pretest and posttest scores could not be matched were not included in the evaluation.

TABLE 2-3 — STATEWIDE MEDIAN PRETEST AND POSTTEST PERCENTILES IN EIA COMPENSATORY / REMEDIAL PROGRAMS, 1985-86

Program	Median Pretest Percentile	Median Posttest Percentile	Change
Compensatory Reading	18	23	+ 5
Compensatory Mathematics	19	29	+10
Remedial Reading	21	29	+ 8
Remedial Mathematics	24	34	+10

For both 1983-84 and 1984-85, the final report showed that the number of schools failing the 1.0 NCE standard for compensatory reading decreased from 24 schools to 18 schools. The number of schools failing the mathematics standard for both years remained at five. All 23 of these programs (in only 21 schools since two schools failed to meet the standard in both reading and mathematics) have undergone process evaluation by the State Department of Education.

The General Assembly has changed the date mandated for presentation of the remedial and compensatory program evaluation to the Select Committee from November first to February first. This change will allow time for more complete collection and correction of data and for preparation of the final report.

[1]NCE (Normal Curve Equivalents) are converted percentile scores, but, unlike percentile scores, NCE scores form an equal-interval scale. NCE scores can be mathematically manipulated, allowing their use for the calculation of average gain scores.

GIFTED AND TALENTED PROGRAMS

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line				implement statewide	
Expenditures (in millions)	$3.5* programs in 84 districts	$7.9* programs in 87 districts	$12.0* programs in 87 districts, funding priorities mandated, implemented		

* Additional funding from the General Fund was $1.6 million each year.

Enrollment in gifted and talented programs in South Carolina school districts represented a balance between the number of students eligible for selection under EIA identification criteria and the funds available to serve these students. In 1986-87, based on the 135-day enrollment report, a total of 37,500 students were funded by EIA monies in academic and artistic gifted and talented programs, an increase of almost 10,000 students from 1985-86. Eighty-seven of the 91 school districts in South Carolina offered academic programs, while 44 school districts offered artistic programs.

In this report, "gifted and talented" refers to programs in academic and artistic areas for students identified under the selection criteria established by the State Board of Education regulation for EIA-funded gifted and talented education. In 1986-87, funding priorities established by law were academic programs in grades three through twelve, artistic programs in grades three through twelve, and finally, academic and artistic programs in grades one and two. By August 1987, all school districts were to provide programs for gifted and talented students during the regular school year or during the summer to develop the students' unique talents. Programs are to be offered, as funding permits, in both the academic and artistic areas.

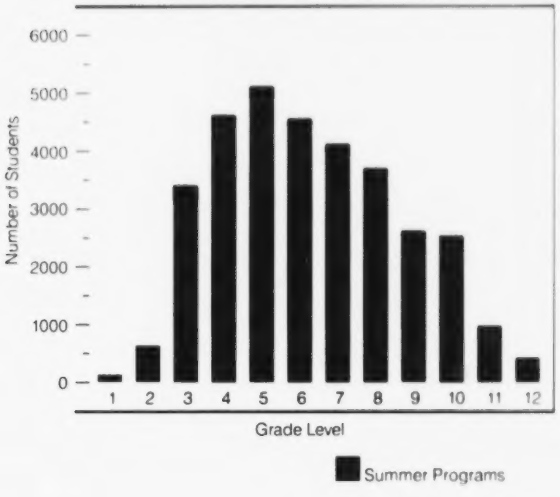
In May 1987, the Division of Public Accountability surveyed district coordinators of gifted and talented programs to determine implementation and impact of the program to date. Responses were received from 67 of the 91 district coordinators and provided feedback in areas such as curriculum, the selection process, staff development and training, and program needs. In addition to the survey, enrollment data were taken from computer tapes at the State Department of Education.

Enrollment

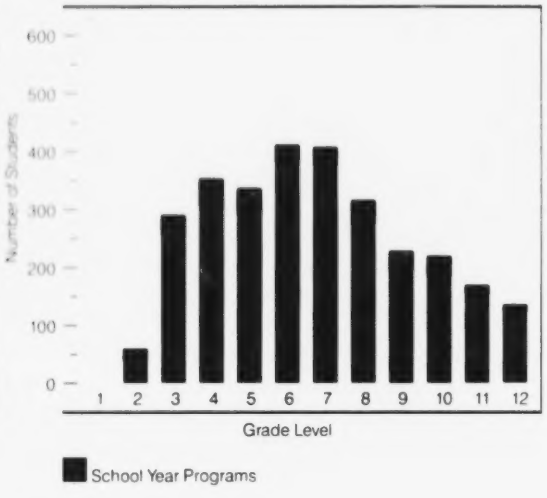
In 1986-87, enrollment in gifted and talented programs, particularly in academic programs, varied widely across grade and district. Enrollment in academic gifted and talented programs in grades one through twelve comprised 6% of the total student population. As shown in Graphs 2-1 and 2-2, enrollment in academic programs was concentrated in grades three through eight in terms of the total number of students served, the number of districts offering programs, and the percent of total enrollment. Most students were served during the school year rather than in summer programs. Within the districts, enrollment by grade varied from as many as 800 students to as few as one or two students.

GRAPH 2-1

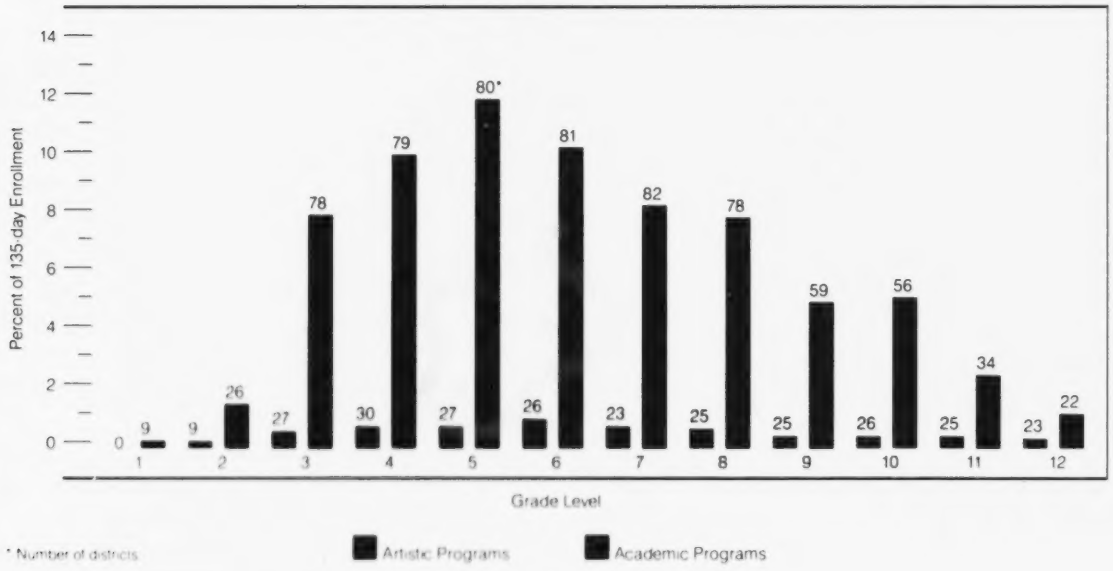
GIFTED AND TALENTED ENROLLMENT IN ACADEMIC PROGRAMS



GIFTED AND TALENTED ENROLLMENT IN ARTISTIC PROGRAMS



GRAPH 2-2 — GIFTED AND TALENTED PROGRAMS
Enrollment Percentages and Number of Districts



Selection

Students qualify for academic gifted and talented programs based on a weighted profile. Achievement test results (generally on the CTBS) are incorporated into the profile with the results of an aptitude test (generally the Test of Cognitive Skills or Otis Lennon School Aptitude Test) and evaluation of prior performance. Students may also qualify for academic gifted and talented programs on the basis of scoring above the 95th percentile on a measure of aptitude, followed by trial placement in a program.

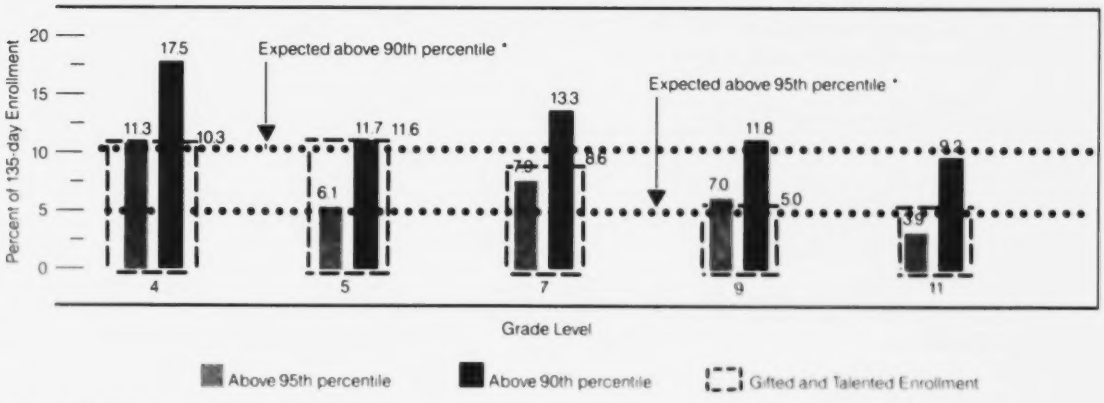
Under these guidelines, upper percentile levels on the CTBS may be used to estimate the potential pool of students that may be selected for academic gifted and talented programs. In grades four, five, seven, and nine, South Carolina in 1987 had a larger population of students than might be expected at the 90th and 95th percentiles on the CTBS (see Graph 2-3). Only in grade eleven

did South Carolina students not perform better than the national norming group for this test.

If the 90th percentile is taken as an estimate of a population to be served, the potential pool of students exceeded enrollments in gifted and talented programs in all five grades, most noticeably in grades four and nine. In fact, the number of students above the 95th percentile in grades four and nine exceeded the number of students served in gifted and talented programs. Since students in grade eleven may be served in advanced placement courses, for the purpose of comparison, advanced placement and gifted and talented enrollments in grade eleven were combined.

Under the present selection criteria for academic programs, more students may be projected to qualify than are presently funded. Furthermore, district coordinators of gifted and talented programs expressed concern that the present selection criteria may not select truly "gifted" students, but only those students well above average. Some districts reported establishing priorities for service by requiring weighted profile scores greater than the state minimum. However, fewer than half the coordinators responding to the survey suggested raising the selection standards.

GRAPH 2-3 — GIFTED AND TALENTED ENROLLMENT VS. POTENTIAL ENROLLMENT



* Based on 1981 national norming group on the CTBS

Curriculum

The EIA requires districts to implement programs to develop the "unique talents" of gifted and talented students in academic and artistic areas. The State Board of Education regulation specifically requires that programs reflect:

- A differentiated curriculum with high cognitive and/or affective concepts or processes.
- Instructional strategies accommodating the learning styles of gifted and talented students.

The curriculum content reported by district coordinators reflected these broad guidelines. Based on their responses, the curricula in academic programs were widely diverse and appeared to generally focus on higher order thinking skills and creativity. In high schools, academically gifted and talented students were served primarily in honors level, advanced placement, and experimental classes, and also in independent study programs. In the elementary and middle schools, special content classes, enrichment to the regular curriculum, and accelerated/advanced programs to meet the needs of the high achieving students were the prevalent trends. The artistic curriculum was also diverse, focusing on creative expression and enrichment.

Staff Development and Training

Teachers in gifted and talented programs must be certified in the subject areas and grade levels in which they teach. Professional artists may also teach in artistic programs if they are validated by the South Carolina Arts Commission and supervised by the appropriate district personnel.

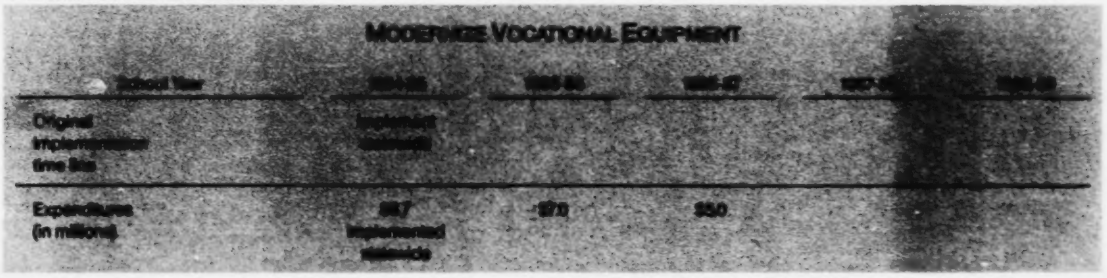
According to almost a third of the district coordinators, the lack of training and certification in gifted and talented education was a problem, and in some districts qualified teachers were difficult to find. Several coordinators cited extra time demands placed on these teachers, since programs and planning for programs often extended beyond the 190-day school year.

Staff development and in-service training for personnel involved in gifted and talented programs comprised a broad range of content and approaches. Teachers were in contact with other teachers and exposed to new ideas at workshops, in course work, and at meetings. Several consortia were often utilized in staff development and training.

Based on enrollments and projected enrollments and needs identified by district coordinators of gifted and talented programs, several conclusions in the areas of selection, curriculum, training, and certification for staff may be drawn:

- More students are being identified than can be served in both artistic and academic areas with current funding levels. Under the present criteria, the potential pool of students is apparently increasing. However, before selection criteria are readdressed, it may be necessary to consider establishing a clearer definition and purpose for gifted and talented education.
- Curriculum content reflected different approaches to instruction and content, particularly in the academic area. For example, gifted and talented programs were enrichment for high-achieving students as well as a means of meeting the needs of high-ability students.
- District coordinators reported the need for certification and additional training in the area of gifted and talented education.

VOCATIONAL EDUCATION



One of the goals of the EIA is to provide more relevant vocational training programs in the public schools. To that end, the Act allocates funds for the purchase of training equipment in the areas of high technology, high labor demand, small business management, and new and emerging industries. The EIA also mandates that by the 1987-88 school year, all vocational programs, with the exception of agriculture, must place in a related area 50% of the graduates available for placement.

Funds for New and Existing Programs

In 1986-87, $5 million was allocated for the purchase of equipment for new and existing programs (see Table 2-4). The largest amount of money, $2.6 million, was earmarked for business and office occupations, with most of the money going to courses dealing with word processing. The trades and industries area received $2.1 million, and most of these funds were allocated to courses related to machine shop. The funds were distributed on a competitive basis, as outlined in proposals showing needs and potential benefits to students, employers, and the state's economy.

Placement of Students

The 1986-87 placement follow-up survey focused on those students who completed vocational education programs during the 1985-86 school year. Of the 11,356 individuals available for placement, almost 93% were either employed, in the military, or in higher education. Forty-three percent were employed in areas related to their vocational program, compared with 37% for the 1984-85 completers. Thirty percent of the completers who were in the military or in post-secondary education were employed or studying in related areas, compared with the 31% reported last year. Those placed in unrelated areas, whether employed, in the military, or in postsecondary education, accounted for 12.7% of the total number of completers available for placement.

The survey also found that 810 of the completers (7.13%) were unemployed, with 4.4% seeking work. An unemployment rate of 4.4% is considered low in comparison with national figures for persons in this age group (16-21 years). Table 2-5 provides a further breakdown of the survey data. Information on the placement rates by individual vocational education programs is available from the Office of Vocational Education, South Carolina Department of Education.

TABLE 2-4 — EIA FUNDS FOR NEW AND EXISTING PROGRAMS FOR 1985-86 AND 1986-87
Vocational Education

Program Offering Area	1985-86		1986-87	
	Existing	New	Existing	New
Agriculture	$ 15,500	$ — 0 —	$ 70,000	$ 38,000
Business and Office Occupations	2,900,000	530,000	1,570,000	1,065,000
Distributive Education	38,000	— 0 —	2,600	— 0 —
Health Occupations	9,800	— 0 —	10,000	2,600
Home Economics, Consumer and Homemaking Education	— 0 —	— 0 —	5,500	— 0 —
Occupational Home Economics	260,000	— 0 —	14,000	112,000
Trades and Industries	2,748,000	718,000	1,800,000	288,000
Totals	**$ 5,945,823**	**$ 1,250,476**	**$ 3,471,289**	**$ 1,506,155**
Grand Totals	**$7,196,299**		**$4,977,444**	

TABLE 2-5 — 1985-86 VOCATIONAL EDUCATION COMPLETERS PLACED IN RELATED AND UNRELATED AREAS AND THOSE UNEMPLOYED

	Total		Placed			
			Related		Unrelated	
	Number	Percent	Number	Percent	Number	Percent
Military	798	7.03	656	5.78	142	1.25
College	1,754	15.45	1,455	12.81	299	2.63
TEC	1,408	12.40	1,277	11.24	131	1.15
Other Postsecondary	196	1.73	157	1.38	39	0.34
Employed	6,371	56.10	4,934	43.45	1,437	12.65
Total Placed	**10,527**	**92.70**	**8,479**	**74.66**	**2,048**	**12.65**
Unemployed	810	7.13	—	—	—	—
Seeking Work	504	4.43	—	—	—	—
Not Seeking Work	306	2.69	—	—	—	—
Total	**11,356**	—	—	—	—	—

ADVANCED PLACEMENT

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line	implement statewide				
Expenditures (in millions)	$0.6 implemented statewide	$0.9	$1.0*		

* Appropriation was $1.6 million

The number of students in South Carolina qualifying for college credit on the Advanced Placement (AP) Examination continued to increase in 1986-87. Prior to the 1984-85 school year, students could take an advanced placement course without sitting for the AP Examination. However, when the Education Improvement Act began funding the program in 1984, students enrolled in the courses were required to take the AP Exam. The 51% qualifying rate for 1987 continues the move toward the pre-EIA rate of 55% (see Table 2-6).

The improved scores on the AP Exam occurred in a year when the number of examinations taken increased by 828, or 11%. Further, the number qualifying for college credit in 1987 (4,063) is greater than the total number of exams taken in 1984.

The advanced placement program provides academically talented students an opportunity to participate in a variety of courses. The curriculum is developed by the College Board, and students can receive high school credit for these courses. If those taking the course score at an acceptable level on the AP Exam, three points on a five-point scale, they also qualify for college credit. Table 2-7 provides a breakdown of the AP Examination results by level for South Carolina public school students.

TABLE 2-6 — ADVANCED PLACEMENT
Percent of Examinations Qualifying Students for College Credit

	1984	1985	1986	1987
South Carolina	55%	39%	48%	51%
Nation	69%	66%	67%	not available

TABLE 2-7 — SCORES OBTAINED BY SOUTH CAROLINA STUDENTS ON THE ADVANCED PLACEMENT EXAMINATION

Percent of Examinations				Scores	Number of Examinations*			
1984	1985	1986	1987		1984	1985	1986	1987
8	5	7	7	5	243	327	474	552
15	11	14	16	4	459	717	976	1,253
32	23	27	28	3	965	1,442	1,954	2,258
31	29	28	29	2	941	1,797	2,044	2,321
14	32	24	20	1	438	1,979	1,704	1,596
				Total	3,046	6,262	7,152	7,980

* Number of examinations is more than number of students funded because individuals may take the AP Exam who are not enrolled in, or funded under, the Advanced Placement Program

CONTINUUM OF CARE FOR EMOTIONALLY DISTURBED CHILDREN

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line		SDE to contract for services			
Expenditures (in millions)	$0.0	$0.6* services contracted 8 counties served	$2.0 17 counties served		

* Appropriation was $1.0 million

The Continuum of Care for Emotionally Disturbed Children was established to provide continuing delivery of appropriate services to those severely emotionally disturbed children whose needs were not being adequately met by existing services and programs. This program receives a portion of its funding from appropriations in the Education Improvement Act.

Fiscal Year	Clients	Counties	EIA Funding
1985-86	89	8	$1,000,000
1986-87	172	17	$2,000,000

The Continuum of Care was originally established in 1983 as a pilot project to serve four counties in the Midlands area of the state. The EIA directed the State Department of Education to contract with the Continuum for services and provided funds in 1985-86. Services were then expanded into four additional counties. The Continuum of Care was established in law in May 1986, and services were extended into nine more counties.

The direct and indirect services provided to the severely disturbed students include diagnosis and evaluation, therapeutic residential care, emergency inpatient hospitalization, family therapy/counseling, life skills education, and prevocational services. Eligible clients are those students in grades one through twelve who meet the legal definition of emotionally handicapped pupils — those "who, because of emotional, motivational, or social disturbance, require special classes or specialized education instruction suited to their needs." Clients are referred to the Continuum of Care by school districts, agencies, and parents.

In 1985-86, only $607,000 of the $1,000,000 was expended due to problems associated with start-up and expansion. The agency reported expending 59% of the EIA funds on direct services to clients. The remaining 41% was spent on indirect services and administrative costs. The second year, approximately 88% of the funds were expended for direct services to children.

SCHOOL INTERVENTION PROGRAM

National research indicates that six out of 10 high school students in the twelfth grade in 1985 had experimented with illegal substances. Further, nearly two thirds of these seniors reported using alcohol in a one-month period. To counter these trends, the EIA expanded the School Intervention Program (ScIP) and provided funding for alcohol and drug abuse intervention, prevention, and treatment for students in the public schools. In 1986-87, the program received $597,233 and served 5,014 students from all 92 school districts.

The ScIP operates in conjunction with county alcohol and drug abuse agencies, school districts, and the South Carolina Commission on Alcohol and Drug Abuse (SCCADA). Students in grades seven through twelve may be referred to the program upon exhibiting high-risk behaviors such as a sudden drop in grades over an extended period of time, severe disciplinary problems, and emotional outbursts/unusual mood swings. Referrals are made by students, parents, schools, and state agencies.

The School Intervention Program involves such methods as individual counseling, group counseling, referral to inpatient treatment services, and referral to other agency services in its program. About 2% of the students are served through inpatient programs. In 1986-87, 2,007 participants successfully completed the School Intervention Program, 582 unsuccessfully completed the program (see Table 2-8).

TABLE 2-8 — SCHOOL INTERVENTION PROGRAM CLIENTS *

Fiscal Year	Clients Served	Successfully Completing ScIP	Unsuccessfully Completing ScIP	Administratively Discharged	Dropped Out	Repeating ScIP	Unable to Complete
1984-85	4,317	1,796	232	665	682	9.6%	208
1985-86	4,891	2,256	541	876	844	10.6%	314
1986-87	5,014	2,007	582	910	880	17.5%	349

* Figures may not total the number served as some services are forwarded to the next fiscal year if the case is not terminated by the local ScIP coordinator.

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Services to School Personnel

CHAPTER 3

OVERVIEW

The keys to the success of the Education Improvement Act are South Carolina's teachers and principals. It is through the efforts of these two groups that the policies and programs of the reform movement are effectively implemented. It is important, then, to attract and retain qualified, dedicated individuals in the teaching profession. To this end, the EIA raised teacher salaries to the southeastern average, established incentive programs, and funded programs for training and evaluating existing staff as well as for recruiting future teachers.

Highlights from the review of these programs are:

- For the first time, South Carolina met the EIA goal of the southeastern average salary paid to teachers ($23,200).
- Teacher reactions to the piloted Teacher Incentive Program indicated dissatisfaction with the program, but consultants pointed out greater satisfaction with incentive pay here than in other states with similar programs and urged retention of the program.
- Fewer than half the principals thought the Principal Incentive Program as pilot-tested was appropriate for selecting and rewarding top principals; however, over 90% of district administrative staff judged the program appropriate.
- The Principal Evaluation Program appeared to be a sound minimum evaluation system based on the practices a principal could be expected to perform throughout the year. However, it may not differentiate the higher levels of performance.
- Teachers viewed PET (Program for Effective Teaching) and district in-service training as important to their professional development but expressed concern about the lack of long-term maintenance and reinforcement of the training.
- The Prospective Principal Assessment Program was seen by surveyed superintendents and local board members as an important part of the selection process of principals; they also thought the information would result in the selection of better-performing principals.
- The number of loans in critical need areas to prospective teachers in 1986-87 (856) was 2 1/2 times the number granted in 1985-86. The Teacher Loan Program provided monetary assistance to individuals intending to teach in critical need areas.

RAISING TEACHER SALARIES TO THE SOUTHEASTERN AVERAGE

TEACHER SALARIES AT SOUTHEASTERN AVERAGE

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line	implement statewide				
Expenditures (in millions)	$59.5 implemented statewide	$72.7	$85.0		

FRINGE BENEFITS FOR SALARY INCREASE

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line	implement statewide				
Expenditures (in millions)	$9.6 implemented statewide	$10.0	$12.4		

Since the passage of the EIA in 1984, the average salary of South Carolina teachers has risen by one third. In 1983-84, South Carolina's average salary of $17,384 ranked tenth in the Southeast, and 45th in the nation. Three years later, in 1986-87, the average salary of South Carolina teachers was $23,201; sixth in the Southeast, 36th nationally. In 1986-87, South Carolina, for the first time, met the EIA goal of the southeastern average for salaries paid to teachers.

One of the most ambitious subparts of the Education Improvement Act is concerned with "Raising teacher salaries in order to attract and hold qualified persons in teaching." To accomplish this, the minimum salary schedule is to be adjusted so as to stay at the southeastern average.

The Division of Research and Statistical Services of the South Carolina Budget and Control Board is charged with the responsibility of annually projecting the southeastern average. The United States Department of Commerce's Southeast Region comprises 12 states. The estimate of the region's average salary excludes South Carolina's data in order to allow an unambiguous comparison of average salaries. The estimate includes only the salaries of classroom teachers, excluding compensation of principals, guidance counselors, and non-classroom employees.

The figures submitted by each state to the National Education Association (NEA) for its annual publication *Estimates of School Statistics* serve as the standard for comparison of teacher salaries. Since the NEA does not collect forecasts, the Division obtains the latest estimate of its average classroom salary from each state, along with internal budget estimates and other information. An average projected salary for each state is determined, and these are averaged using the projected number of teachers in each state as weights. The estimate is submitted to the General Assembly for use in deliberations on the EIA budget.

In Table 3-1, South Carolina is compared with the other southeastern states over the past four years.

TABLE 3-1 — AVERAGE TEACHER SALARIES, SOUTHEASTERN REGION

	1983-84	1984-85	1985-86	1986-87
Southeastern	**$ 18,429**	**$ 20,199**	**$ 21,777**	**$ 23,100**
South Carolina	**17,384**	**20,143**	**21,595**	**23,201**
Alabama	17,682	20,295	23,040	23,500
Arkansas	16,929	18,696	19,538	19,951
Florida	19,497	20,836	22,250	23,785
Georgia	18,631	20,610	23,046	24,200
Kentucky	19,660	20,230	20,948	22,612
Louisiana	18,400	19,490	20,460	21,280
Mississippi	15,812	15,923	18,472	19,575
North Carolina	18,311	20,812	22,340	23,775
Tennessee	17,910	20,474	21,384	22,720
Virginia	19,676	21,272	23,095	25,473
West Virginia	17,489	19,563	20,627	21,446

TEACHER INCENTIVE PROGRAM

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line	develop 3 models for testing	pilot in 9 districts	implement statewide		
Expenditures (in millions)	$0.2 models developed	$2.1 piloted in 9 districts	$5.8* statewide implementation postponed, piloted in 17 districts		

* Based on estimates of final expenditures (carry-over authorization).

The Teacher Incentive Program was pilot tested for a second year in 1986-1987 in 17 South Carolina school districts. The incentive program is mandated by the Education Improvement Act to "reward teachers who demonstrate superior performance and productivity." The models tested in 1986-87 were the Bonus Model, the Career Ladder Model, and the Campus/Individual Model. The overall teacher participation rate was 17%, or 1,785 participants out of 10,280 teachers.

Summary of Pilot-Test Report

An evaluation of the teacher incentive models was conducted by MGT of America, Inc. of Tallahassee, Florida. The objectives of the evaluation were to ascertain levels of acceptance and understanding of the program, effectiveness of guidelines and procedures, and allocation of resources for pilot testing the models.

Information was gathered for each of the three models by interviewing participating and non-participating teachers in all pilot-test sites. A survey questionnaire was also sent to a random sample of both groups of teachers.

Teacher reactions to the survey indicated dissatisfaction with certain aspects of the pilot test. Questions concerning the 1986-87 pilot test elicited the following responses:

- Over 50% of the applicants and non-applicants did not believe the incentive program encouraged improved teaching techniques.
- Slightly more than 40% of the respondents believed it was possible to implement an unbiased process to identify and reward teachers who demonstrated superior performance.
- An average of 50% of the applicants and non-applicants disagreed that the incentive program had a positive impact on students.
- 80% of the respondents indicated that they did not like to compete against each other for bonus pay.
- 60% of the respondents indicated that their concept of a "superior teacher" was not consistent with the award requirements in the incentive program.

Both the applicants and the non-applicants urged a change in emphasis on the relative weights given the incentive evaluation factors. As a result, for the 1987-88 pilot test, the factors of student achievement and performance observations have been emphasized. The factors of self-improvement activities and attendance have been deemphasized.

However, the consultants do not believe that this dissatisfaction justifies terminating the program. Instead, they feel that this dissatisfaction is to be expected in the early years of a program that dramatically changes the traditional pattern for paying teachers. Further, the consultants point out that South Carolina teachers are more supportive of their incentive pay programs than teachers in other states with similar programs.

I the site visits to the pilot-test districts and the survey of teachers, the consultants found several unintended outcomes of the incentive program. The survey of the applicants showed:

- One in four said participation in the program helped him/her to grow professionally.
- 22% reported increased initiative in their job.
- 21% said that the program expanded their concept of the responsibilities of superior teachers.
- 46% of the applicants claimed program participation was too time consuming.

In looking at participant and non-participant understanding of the incentive program, the consultants found that both groups had a clear understanding of the program. This indicated that district coordinators had done an excellent job of explaining the program to all eligible teachers.

In the area of effectiveness of program guidelines, the consultants found no major problems with pilot-test districts' adherence to program guidelines. However, teachers expressed a need for more "how to" information in such areas as acceptable application proposals and development of pretests and posttests for subjects not measured by CTBS and BSAP. Further, the consultants found the need for more technical support and in-service training.

The consultants found no overwhelming evidence that any one of the three models being piloted was either superior or inferior to the other two models. Each of the models was found to be equally cost-efficient administratively. However, the Teacher Incentive Program Advisory Committee, upon reviewing the report, recommended the phase-out of the Career Ladder Model. This recommendation was agreed to by the State Board of Education and this model will not be a part of the program after 1987-88.

In looking at the current dollars available for awards and the allocation on a per-pupil basis, the report recommended that revisions be made in the current allocation method. Smaller districts, the consultants suggested, could be required to join in consortia and share operational expenses.

As a result of the interview and survey data, the following recommendations were made to deal with participant concerns and to increase program participation and effectiveness:

- Districts should work together to make the application and documentation process less time-consuming. Efforts should be made to downplay competition and to focus more on encouraging outstanding teachers to participate.
- A clear statement of the program's purpose and objectives should be developed by the State Department of Education. Districts should implement their programs so as to achieve these objectives. Districts should develop written descriptive materials about the incentive program and invite teachers to workshops to learn more about the program.
- Participants should have access to a full-time district coordinator who would provide assistance in organizing materials and meeting district requirements. Additional staff at the state level is needed to provide effective implementation of the Teacher Incentive Program.
- Program guidelines should provide teachers with more definitive information on the development of student achievement portfolios.
- Technical assistance should continue to be provided to the districts by the State Department of Education. This assistance should help with the development of better teacher performance evaluation instruments, measurement and analysis of student achievement information, and the development and implementation of program management plans at the district level.
- A district should be allowed to utilize the first year of participation in the program exclusively as a planning year. During this planning year, the program would be fully developed and explained to teachers who would be invited to participate at the end of the year.

PRINCIPAL INCENTIVE PROGRAM

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line	identify criteria	develop program in 9 districts	pilot in 9 districts	implement statewide	
Expenditures (in millions)	$0.0 criteria identified	$0.2 program developed in 9 districts	$0.3* piloted in 9 districts		

* Based on estimates of final expenditures (carry-over authorization).

The Principal Incentive Program (PIP), designed to "reward school principals who demonstrate superior performance and productivity," was pilot tested in nine South Carolina school districts for the first time in 1986-87. Overall, 74%, or 138 out of 187 principals, participated in the Management by Results Model, the Extended Evaluation Model, and the Combination Model. All three models build on the results of the Principal Evaluation Program which was also pilot tested in school year 1986-87.

Summary of Pilot-Test Report

The pilot-test phase of the Principal Incentive Program was evaluated by MGT of America, Inc. of Tallahassee, Florida. The study was conducted to determine the degree of implementation, program effectiveness, satisfaction by principals and other district personnel with the three models, and identification of major problem areas. In addition, the evaluation assessed the success of the principal evaluation instrument as a means of documenting the superior performance of principals.

The review process consisted of on-site visits which included interviews with district administrative personnel as well as participating and non-participating principals. A survey questionnaire was also sent to participating and non-participating principals, coordinators, and superintendents.

Principals differed from district superintendents and program coordinators in their reaction to the models being tested in the Principal Incentive Program. Fewer than half of the principals felt the models were an appropriate method for selecting and rewarding the top principals, while over 90% of the district staff judged them appropriate (see Table 3-2). Superintendents and program coordinators, however, were more supportive of the program models than were principals, whose support for the program dropped during the period of the pilot test (see Table 3-3). District management personnel viewed the program as a tool for helping them evaluate principals.

TABLE 3-2

"Is the PIP model being pilot-tested in your district an appropriate method for selecting and rewarding the top principals in your district?"

	YES	NO
District Staff	92%	8%
Principals	45%	55%

TABLE 3-3 — DEGREE OF SUPPORT FOR THE PRINCIPAL INCENTIVE PROGRAM

	Principals		Supt. / Coord.	
	Initial Reaction	Final Reaction	Initial Reaction	Final Reaction
Strong support	11%	7%	23%	15%
Moderate support	31%	31%	46%	69%
Neutral	29%	16%	8%	8%
Moderate opposition	20%	31%	23%	8%
Strong opposition	9%	15%	0%	0%

One reason for the different reactions to the program can be traced to attitudes toward the basic structure and anticipated outcomes. While the superintendents and coordinators generally were in agreement with the program's structure and anticipated outcomes, the principals were less apt to fully understand or accept the premises of the program as they knew them.

The principals' opposition to the program also appeared to be based on their estimate of the time required for participation. The estimates the principals gave ranged from zero to 55 hours. Most of the high estimates of time came from non-participating principals and perhaps indicate a lack of understanding of the program's requirements.

Still another issue that appeared to affect acceptance of the program was the perception that there were too many variables in the program over which the principal had little control, such as attendance and achievement. In contrast to the principals, however, 75% of the superintendents and coordinators felt that principals did exercise control over these variables.

The consultants noted that the concept of a managerial incentive program is foreign to traditional educational training and philosophy that educators do not compete with each other. Given this background and based on the results of the evaluation of the principal incentive pilot-test effort, the consultants concluded that the program had a good beginning. It was emphasized, however, that the continued involvement of principals in the refinement of the program's materials and processes was essential.

To gain stronger support from the principals, the consultants presented these recommendations:

- The awards process should be completed within the school year.
- Each district should not necessarily have the same percentage of awards as all other districts.
- A full-time program coordinator should be employed by each district, or by a consortium of districts, to insure proper administration of the Principal Incentive Program.
- More than one incentive model should continue to be available for adoption by districts.

They further recommended:

- Technical assistance should involve greater emphasis on training of principals and their supervisors in the aspects of each model. This effort should help to standardize the implementation of the incentive program and to increase the understanding of the evaluation criteria.
- Guidelines should be developed for each of the models in order to promote uniformity of operation and understanding of the entire incentive program.
- Further information on the development of the evaluation criteria and how the weighting function is used for assessing a school's performance should be provided.
- The validity of the principal evaluation instrument for distinguishing "superior" performance should be established to further principals' confidence in its applicability to the incentive program.
- As the program is implemented statewide, additional staff should be employed at the state level for coordination and training purposes.

PRINCIPAL EVALUATION PROGRAM

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line	identify criteria	develop program	field test in districts	statewide implementation	
Expenditures (in thousands)	$4.0 criteria identified	$68.0 program developed	$105.0* field tested in 14 districts		

* Appropriation was $262,000.

In 1986-87, a principal evaluation instrument, developed with input from superintendents, principals, teachers, and other educators, was field tested in 187 schools in 14 school districts in South Carolina. The Principal Evaluation Program (PEP), scheduled to be implemented in all schools in 1987-88, represents three years of development and refinement and is based on the practices of principals as instructional leaders in effective schools.

An underlying premise of the Principal Evaluation Program is that principals may be held responsible for practices associated with student achievement and effective utilization of resources. The program is based on performance outcomes, including student achievement, attendance, dropout rate, awards, and social and emotional development in the school setting. The results of the principal's evaluation are to be used by the evaluator/supervisor to develop specific job targets focusing on areas of weakness or concern. The results of the Principal Evaluation Program are a basic part of determining eligibility for participation in the Principal Incentive Program.

The evaluation instrument is based on 24 performance statements grouped under seven criteria:

- Leadership
- Student development and achievement
- Staff selection, evaluation, and development
- Interpersonal competence
- School/community relations
- School climate
- Personal/professional development

An eighth criterion may be included by the district as a local option. The principal documents his performance in the form of a portfolio or collection of data.

Summary of Pilot-Test Reports

During its development, the instrument was evaluated for validity and reliability. An evaluation of the instrument was conducted by a consortium of institutions (Clemson University, Winthrop College, The Citadel, and the University of South Carolina). Principals and evaluators involved in the study indicated that the instrument was valid, that the 24 performance statements reflected what a principal should do and what he actually does. Results of the 1986-87 field test of the instrument indicated strong reliability, or internal consistency, as well as discrimination among the 24 performance statements.

The study of the Principal Evaluation Program, conducted by the consortium of higher education institutions, concluded that, although the Principal Evaluation Program may not differentiate well within the higher levels of performance, it appears to be a sound minimum evaluation system.

Furthermore, the Principal Evaluation Program clearly delineates the practices a principal can be expected to perform throughout the year. The consultants provided several recommendations for a more effective program:

- The meaning of certain performance statements in the instrument should be clarified to increase the validity of the evaluation. Presently, several performance statements are difficult to document, particularly in the areas of "timely decisions," "sensitivity," and "conflict management."
- The portfolio method should be reconsidered in terms of cost versus benefit to decrease the time and paperwork for principals. A variety of data sources, including observations, surveys, and the School Performance Report, would strengthen the validity of the program as well as decrease the workload. The suggested data sources are appropriate for some but inadequate for other performance statements.
- In determining the global or summative rating, the weighting of some of the performance statements should be considered. The option of allowing some flexibility at the local level should be pursued as a possibility.
- The South Carolina Department of Education should specify guidelines for local districts in order to obtain better estimates of the cost, in terms of both time and money, of the Principal Evaluation Program at the local level.
- Follow-up evaluations of the Principal Evaluation Program should be conducted to establish reliability of measures over time. Preliminary evidence indicates that the instrument has content validity, but further assessment is necessary to establish more definitive validity. Furthermore, increasing reliability among raters should be considered.
- The South Carolina Department of Education should develop more specific plans for remediating low-performing principals.
- The data generated by the Principal Evaluation Program should be only one indicator for judgments in the Principal Incentive Program.

Training Programs For Teachers And Administrators

Program For Effective Teaching

In-Service Training Based On Effective Schools And Classroom Research

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line	select or develop programs		implement statewide		
Expenditures (in millions)	$1.2 in-service programs held	$1.2 10 programs identified	$1.2 implemented statewide		

The EIA required that all school districts implement in-service training for teachers based on the research on effective schools by school year 1986-87. The first in-service model selected by the South Carolina Department of Education which met this criterion was the Program for Effective Teaching (PET). PET improves the instructional techniques of teachers by teaching them skills and having them practice these skills during a five- to six-week cycle. The program requires one cycle of training for teachers, two cycles for administrators, and three cycles for trainers. As of June 1987:

- 88 districts had chosen PET as the required EIA teacher in-service program and had at least one trainer.

- 12,535 teachers had completed one cycle of training. This figure is an increase of 4,735 participants since June 1986.
- 1,121 administrators had completed two cycles of training, an increase of 671 since June 1986.
- 617 educators had been trained as PET trainers. This figure is an increase of 317 since June 1986.

In addition to PET, nine other programs have been selected for in-service training in the districts. These programs emphasize instructional, supervisory, classroom management, and human relations skills. However, since 96%, or 88 of the 92 districts in the state, chose PET as their in-service model, the first review of this particular EIA mandate will focus only on this model.

Review of PET

A survey was mailed in May 1987 to 800 randomly selected South Carolina public school teachers who had completed at least one cycle of PET. The purpose of the survey was to obtain teachers' opinions on the implementation and usefulness of the program as well as its maintenance and reinforcement. Of the number contacted, 38%, or 310 teachers, returned the survey.

The survey results indicated teachers are generally pleased with the implementation and usefulness of PET. However, the issue of maintenance/reinforcement of the skills taught by the model remained a concern for many teachers. While the respondents were divided on whether or not administrators provided sufficient review of PET content, two thirds of the teachers indicated that administrative staff did use coaching methods to reinforce PET teaching skills. Conversely, teachers surveyed also indicated that PET trainers did not provide long-range maintenance/reinforcement of skills through coaching.

Research indicates that for in-service to be successful, teachers must be able to transfer the skills learned into useful classroom practices. Over 90% of the teachers surveyed indicated:

- PET techniques were helpful in the classroom.
- Techniques covered in PET were currently in use in the classroom.
- PET techniques were adaptable to the school curriculum.

Over 95% of the respondents agreed:

- The PET model was easy to learn.
- Their PET training was conducted by trainers who modeled behaviors expected of effective teachers.

Madeline Hunter, a consultant in the area of teaching theory, warns that adding new behaviors to an individual's repertoire will be achieved only after feedback and coaching over a period of up to two years.

Questions addressing whether these activities are occurring in the districts received mixed responses.

- Fewer than half of the teachers indicated their principals reviewed PET content with teachers in order to maintain the program.
- Slightly more than half of the respondents said that after training was completed, PET trainers frequently reviewed PET content to maintain the program.
- 59% of the respondents said PET trainers did utilize the PET components during follow-up coaching.

On the other hand,

- 69% of the respondents said the principal in their school reinforced PET teaching skills through coaching.

- 92% thought principals should be thoroughly trained in PET so they can maintain the program in the schools.

The results of the survey on the Program for Effective Teaching indicated that teacher participants had positive attitudes towards the training. However, if the program is to have maximum effectiveness, the following recommendations should be considered:

- Districts should incorporate into the program some method of long-term maintenance and reinforcement of the PET training.
- A continued effort should be made to train all building administrators in the PET program. Also, some evaluative method should be developed to insure that principals maintain the program in their schools.

TEACHER IN-SERVICE TRAINING

In addition to requiring the districts to implement one of the 10 in-service models funded under the EIA, the Act mandated the lengthening of the school year from 185 days to 190 days in order to allow additional days for in-service training.

In order to obtain data on teacher in-service training programs provided by school districts, a survey was sent to 835 randomly selected South Carolina public school teachers in March 1987. Thirty-five percent, or 293 teachers, returned the survey.

Professional Development

Replies to the survey questions concerning professional development were mixed as to what "should be" occurring to provide effective in-service in contrast to what actually "is" happening. The teachers indicated in-service was an important part of their professional development because:

- It introduced them to new teaching strategies.
- It supported current teaching techniques.
- It helped them use classroom management techniques more effectively.

However, 23% of those surveyed indicated that they did not find in-service to be of help in their professional development.

Over 80% of the teachers responded that in-service should:

- Allow teachers to observe fellow teachers in other districts.
- Be designed to help teachers with problems noted on their teacher evaluations.

Survey participants reported, however, they were not allowed to observe teachers (79%), and they either disagreed or were undecided on whether the in-service helped with problems noted on evaluations.

Needs of Teachers

Research indicates that for these programs to be successful, the needs of teachers must be determined prior to planning in-service programs. Over 90% of the teachers surveyed indicated in-service should:

- Be related to teacher needs as addressed in the School Improvement Report.
- Present topics which can be put to use in the classroom.
- Be directed toward specific needs of teachers.

However, the teachers were divided on whether this was occurring in their district in-service training.

Planning of In-Service Programs

According to research, teachers need to be directly involved in planning the goals, content, and instructional approach of in-service programs. In a series of questions on the planning of in-service programs, teachers voiced these opinions:

- Teachers should be involved in the overall planning, but fewer than half reported they were.
- District personnel determined program content.
- Teachers had input into planning by filling out suggestion forms.
- In-service should be developed from evaluation objectives, but over 70% either disagreed or were undecided that this had occurred.

Reinforcement and Evaluation

To be most effective, in-service training should include theory, demonstration, practice, reinforcement, classroom application, and evaluation. When asked about reinforcement of in-service programs:

- 41% indicated principals provided no reinforcement.
- 77% reported their district had no long-term evaluation to help reinforce the skills presented.

Although 70% of the teachers said they were asked to evaluate in-service programs immediately on completion, 21% replied they had never been asked to evaluate in-service. Only 12% reported being asked to evaluate the extent to which skills were being used several months after the in-service training.

The results of the survey indicated that administrators and teachers should pool their knowledge and resources and seek to make in-service training more responsive to the professional needs and interests of practicing teachers. Some of what has been found to be effective in-service training is already occurring in South Carolina. However, if districts want to effectively fulfill the EIA requirements for in-service training, they should be aware of research findings on effective in-service and teacher opinions. In-service training at the district level should relate to the needs of teachers, include the input and involvement of teachers, and provide for some means of both short-term and long-term reinforcement and evaluation.

Training Programs for Administrators and Prospective Administrators

All school superintendents and principals are required by the EIA to participate every two years in at least one seminar designed to improve administrative skills or instructional leadership. During 1986-87, the Leadership Academy of the State Department of Education held 13 training seminars and institutes in 22 locations throughout the state. The seminars were attended by 809 administrators and prospective administrators, about two thirds of whom evaluated these seminars as "excellent."

In addition to the training seminars and institutes, the EIA also required the Department of Education to develop new training programs and to expand the current programs for incumbent and prospective administrators. The following activities highlighted fiscal year 1986-87:

- 173 incumbent and prospective administrators attended the Leadership Academy's cooperative training seminars with educational consortia, administrator associations, and institutions of higher education.
- 45 incumbent and prospective administrators participated in training programs sponsored by Duke Power Company, Carolina Power and Light Company, Burlington Industries, South Carolina Electric and Gas Company, and other businesses.

- 40 incumbent and prospective administrators and 10 mentors from 33 school districts participated in two Springfield Simulations — a nationally recognized training program for Assessment Center "graduates."
- Nine aspiring superintendents completed their training in the Academy's Superintendency Internship Program. In January 1987, 16 new interns were selected to complete their training in December 1987.
- The New Principals' Academy was attended by 24 newly appointed principals. This seminar involved a full week of training activities, two follow-up sessions, and work with an appointed mentor.
- The Effective Schools Training Program was completed by 58 administrators. The program assists in the mastery of skills in six training modules correlated with the school improvement process and the mandated school improvement plan.

PRINCIPAL APPRENTICESHIP PROGRAM

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line	implement statewide				
Expenditures (in millions)	$0.3 implemented statewide	$0.4	$0.5		

The Principal Apprenticeship Program has operated for three years under the Education Improvement Act to assist school districts in the selection and training of future school principals. In 1986-87, 45 apprentices from 21 school districts completed the program. Since 1984-85, 83% of the 126 participants have been promoted to the position of principal or assistant principal.

As an apprentice, participants spend 1,500 hours in structured activities under the guidance of an experienced mentor. This program provides school districts with an opportunity to further train personnel and to gain additional information on which to base personnel decisions. The apprenticeships are granted on a competitive basis based on the quality of the proposed apprenticeship experience.

PROSPECTIVE PRINCIPAL ASSESSMENT PROGRAM

The South Carolina Assessment Center has evaluated 740 candidates for principalship since the beginning of the program in 1983. A study on the impact of the program found that superintendents and local school board members thought the program was becoming an important part of the selection process in the districts. These two groups also felt the availability of the Assessment Center information would result in the selection of better-performing principals.

The selection of effective principals is essential to continued educational growth and achievement in our schools. In South Carolina, the selection of a principal is made by district superintendents and/or local school boards based on such factors as previous job performance, interviews, and recommendations. Since 1985-86, the EIA has required that the Assessment Center of the South Carolina Department of Education evaluate all candidates for principalship prior to their appointment. Only candidates who have previously served as a principal are exempt from the Assessment Center Program. A State Board of Education regulation requires a review of the report by the local school board before making principalship appointments and an interpretation of the assessment data by a trained assessor.

The Assessment Center program is an evaluation process based on simulated tasks related to particular job activities. The evaluation process has origins in the business community and is increasingly being used in education to evaluate candidates for administrative positions. Candidates in South Carolina are evaluated for instructional leadership and management skills. Evaluators are either principals or senior-level district personnel and are trained as assessors through the South Carolina Assessment Center.

Although assessment has been mandated only since 1985-86, the Center has evaluated prospective principals since 1983 with these results:

Approximately 740 candidates have been assessed, with 191 candidates assessed in 1986-87.

Approximately 275 assessors have been trained, with 53 new assessors trained in 1986-87.

Of the 197 principal changes that occurred in South Carolina public schools from 1985-86 to 1986-87, the appointment of an individual who had been evaluated through the South Carolina Assessment Center occurred 87 times.

A study of the extent of use and impact of the information from the Assessment Center Program was conducted by Neal Schmitt of Michigan State University. Responses to a survey of superintendents were received from 66 (72%) of the 92 district superintendents and 104 (15%) of the 684 local school board members. School board members represented 64 of South Carolina's 92 school districts. The responses to this survey, as follows, were based on appointments to principalship made between April 1986 and April 1987.

Information from the Assessment Center was judged to be in the mid-range of importance of the sources of information available to decision-makers concerning a candidate's qualifications (see Table 3-4). Eleven of the 12 skills which the Assessment Center process evaluates were ranked as "very important."

TABLE 3-4 — RELATIVE IMPORTANCE OF CRITERIA IN THE SELECTION OF PRINCIPALS

Rank Order 1987[1]	Superintendents
1	Interview performance with superintendent and school board (1)
2	Previous job experience (2)
3	Superintendent or board recommendation (3)
4	Assessment Center Report (6)
5	Length and quality of previous service (4)
6	Recommendation from special committees (8)
7	Letters of recommendation (7)
8	Undergraduate or graduate degrees (5)

Rank Order 1987[1]	Board Members
1	Previous job experience (2)
2	Interview performance with superintendent and school board (4)
3	Superintendent or board recommendation (1)
4	Length and quality of previous service (6)
5	Assessment Center Report[2] (3)
6	Undergraduate or graduate degrees[2] (5)
7	Recommendation from special committees (8)
8	Letters of recommendation (7)

[1] The rank order in 1986 survey is shown in parentheses
[2] These criteria are tied for fifth place

For the Assessment Center program to have an impact on the selection process, the information must reach and be considered by the persons involved in the selection of principals. Superintendents indicated that they received the information and that it was being considered by local school board members; however, board members were not as certain.

- Some 85% of the responding superintendents said that the Assessment Center information had been available in the district for at least one year, and 36% reported that information had been available for two years or more.
- In contrast, 35% of the board members reported that Assessment Center results had not been available in their districts, while 43% said the information had been available more than one year.
- Almost all (98%) of the superintendents reported the presentation of the Assessment Center information to the board, most by an oral summary.
- Only 24% of the board members recalled the presentation of an Assessment Center report. Of these 23 individuals, 10 reported that the contents were presented as an oral summary.

The perception of the importance and relevance of the Assessment Center information to superintendents and board members may be an important factor in its use and impact:

- Many of the superintendents (79%) and board members (85%) viewed the information as important, but felt other factors were equally relevant.
- Although 41% of the superintendents said that board members asked for the Assessment Center information, some 56% felt that board members would not miss the information if it were not available.
- More than half of both groups (52%) said the report contributed significantly to discussion of a candidate's qualifications.
- Many of the superintendents (57%) and board members (77%) felt that the availability of Assessment Center reports has resulted or will result in the selection of better performing principals.

Concerns about communication and understanding of the Assessment Center process were expressed by both superintendents and board members. Both groups suggested the need for better:

- Definition of skill dimensions
- Orientation to the assessment process
- Explanation of the validity of the process
- Presentation of assessment information

Superintendents and board members responded with generally positive comments about the Assessment Center Program. Although some had concerns about the time requirement for assessors and the influence of the state at the local level, most were very supportive of the process. Several superintendents reported that the Assessment Center information reinforced their decisions and that later performance of principals supported the Assessment Center rating. One board member summarized many of the responses by replying ". . . principals are the crucial factor in an individual school's success. All information possible needs to be heard."

THE PATHWAYS PROJECT

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line	no specific time line given				
Expenditures (in millions)	$4.5 computer hardware in a total of 63 schools	$4.9 computer hardware in a total of 78 schools	$4.4 computer hardware in a total of 700 schools		

The Pathways Project, based on microcomputer technology, represents South Carolina's approach to reducing the time spent by teachers on paperwork and clerical tasks. The project was piloted in South Carolina school districts in 1984-85 and 1985-86 and was made available to districts statewide in 1986-87. EIA funds have provided hardware and software for approximately 700 schools, and some 600 school and district personnel have been trained in the use of the Pathways system. In reducing administrative paperwork, the project is the first step in attempting to address the problem of paperwork for teachers.

Time spent by teachers on paperwork, clerical tasks, and other nonteaching activities is receiving increasing attention as a source of nonproductivity and dissatisfaction. A recent study in North Carolina found that 50% of an average teacher's day was spent in instructional activities with students. The remainder of the time was spent in activities such as recordkeeping, monitoring duties, and staff meetings. A Delaware study found that teachers spent an average of eight hours per week on paperwork, two thirds of which was paperwork directly related to instruction (classwork, evaluation/grading, and homework). In South Carolina, 26% of the teachers questioned on the 1987 statewide survey reported that the greatest obstacle to doing their best teaching job was "too much paperwork and red tape." A group of South Carolina Teachers of the Year focused on the problems of paperwork and other noninstructional duties and offered several approaches to solving these problems. They emphasized the need for continued strong support of the Pathways Project to reduce teachers' time and effort in the areas of student personal data and inventory and financial data.

The Pathways Project, utilizing the Osiris (TM) software, provides a system for recordkeeping and reporting in the areas of grades and standardized test scores, attendance, discipline, rosters, scheduling, calendars, and numerous other activities related to student records. EIA funds have provided for hardware, the Pathways software, and training and technical support for districts and schools.

Hardware

The Pathways Project utilizes microcomputers that are compatible across the state. EIA funds provide for one computer system per school (computer, printer, and optical scanner); many districts have provided additional hardware.

Software

The software selected for the Pathways Project consists of eight modules: the Database Manager, Report Generator, Attendance Monitor, Scheduler, Grade Reporter, Discipline Monitor, South Carolina Test Score Reporting Module, and Data Exchange. Each module accesses a common database of student, teacher, class, course, and other information. Through the databases, the system can be used, for example, to track attendance and academic progress, to produce reports based on this information, and to schedule students. Using the Pathways software, results of the State Testing Program (CTBS, BSAP) can be written directly to student records; reports and lists based on these test results can then be generated by computer. Future plans include the development of a Classroom Management System, an individual instructional management program that

will aid in the management of instruction for the Basic Skills Assessment Program and special education programs at the local level.

Training

The Pathways Project provides a training program for one "expert" (the district coordinator) in each district and one "user" in each school. Training is provided regionally by the Division of Continuing Education of Midlands Technical College. Graduate credit is offered for the training through state universities and colleges. Through the South Carolina Educational Television Network, a series of tutorial tapes and workbooks is being developed to maintain effective utilization of the Pathways system.

Technical Support

Technical support is available through the staff of the District Services Office of the South Carolina Department of Education and through the district coordinators. An electronic bulletin board system (EBBS) is accessible to district coordinators and schools, allowing communication between users and the District Services support staff.

Although tasks such as grading papers and tracking student progress will always be essential activities of teachers, many tasks involve duplication of effort and can be completed by support staff. The reform effort in South Carolina, particularly the Basic Skills Assessment Program, has increased paperwork and clerical tasks for teachers and administrators. The Pathways Project is one approach to more effectively utilizing time and skills of professional educators.

Meeting The Demands For Trained Teachers

Educational reform has increased the demand for trained teachers in South Carolina concurrent with concern about the size of the labor pool and the number of minorities entering the field. Many women, the traditional basis of the teaching force, as well as minorities, have chosen to pursue other professions that have become open to them in recent years. Further, certain areas in the state have experienced difficulties in recruiting teachers, while the state as a whole has had shortages in some academic areas. To meet these challenges, the EIA instituted several programs designed to improve the recruitment of individuals into the profession and to offer alternative methods for teachers to become certified.

According to the statewide survey of students in the fifth, eighth, and eleventh grades conducted in April 1987, a need for these efforts is very evident. On this survey, 60% of the students strongly disagreed with the statement, "I would like to be a teacher." Only 17% thought they would like to enter the profession. When public school teachers were asked a similar question, 70% responded that "teaching would be a good profession for a child to pursue." Sixty percent of the parents also agreed with this idea.

Certification and Experience

In 1986-87, the number of initial certificates issued for teachers in South Carolina (3,569) declined by 8% from the previous year (see Table 3-5). Although teachers can be, and frequently are, certified in more than one subject area, the total number of initial certifications obtained in 1986-87 remained stable at approximately 7,500 (see Table 3-6).

In subject areas in which a critical need for teachers has been declared, individuals can receive a conditional certificate. The critical need conditional certification is effective for one year but has the option of being renewed. Table 3-7 shows the number of individuals obtaining newly issued certificates and the areas in which they were certified during 1986-87.

TABLE 3-5 — INITIAL CERTIFICATION OF TEACHERS

Obtained Undergraduate Degree	1982-83		1983-84		1984-85		1985-86		1986-87	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
In-State	1,588	58.8	1,907	57.7	1,594	49.6	2,053	52.8	2,166	60.7
Out-of-State	1,113	41.2	1,400	42.3	1,620	50.4	1,838	47.2	1,403	39.3
Total	**2,701**		**3,307**		**3,214**		**3,891**		**3,569**	

TABLE 3-6 — TEACHER CERTIFICATION BY SUBJECT AREAS*
(Initial and Add-on Certification)

Subject Area	Number of Certifications		
	1984-85	1985-86	1986-87
Early Childhood	604	786	612
Elementary	1,210	1,623	2,010
Language Arts	345	430	386
Reading	83	119	121
Foreign Language	64	98	104
Mathematics	248	347	379
Science	368	514	396
Social Studies	310	487	519
Vocational Education	319	497	263
Fine Arts	233	406	302
Physical Education	190	280	255
Driver Training	22	19	39
Special Education	827	1,028	910
Counselor/Psychologist	161	335	319
Media Specialist	61	75	82
Administration	313	498	666
Business Education	—	—	159
Others	—	—	14
Total	**5,358**	**7,542**	**7,536**

*Some teachers hold certification in more than one area, therefore, the totals reflect the number of certifications and not the number of teachers certified.

TABLE 3-7 — CRITICAL NEED TEACHING CERTIFICATES *

	Number of Certifications		
	1984-85	1985-86	1986-87
Mathematics	27	34	25
Middle School Science	—	1	—
Science	21	66	18
General Science	—	8	5
Biology	10	24	8
Chemistry	4	6	—
Physics	1	1	3
Media Specialist	—	—	4
Total	**63**	**140**	**63**

* Teachers can be certified in more than one critical need area. The yearly totals reflect newly issued certificates each year and do not include renewals.

TUITION REIMBURSEMENT PROGRAM

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line		implement statewide			
Expenditures (in millions)	$0.0	$0.6 implemented statewide	$0.6		

The 1986-87 school year marked the second year that teachers, principals, and supervisors could be reimbursed for completing a college course taken in their field of specialization. Under the tuition reimbursement program established by the EIA, 3,109 certified school district employees were reimbursed a total of $578,420. Requests were approved for employees in 91 of the 92 school districts.

To be eligible for the reimbursement, a three-hour college course must be successfully completed and the individual must be employed in his/her field in a school district within the state the succeeding year. The courses must be taken at an in-state college, and reimbursement may be received every two years.

TEACHERS' LOAN PROGRAM

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line	no specific time line given				
Expenditures (in millions)	$0.3* 157 loans	$1.0* 437 loans	$1.8* 877 loans		

* Appropriation was $1.5 million in 1985; $2.5 million in 1986 and in 1987.

A loan program for prospective teachers was established by the EIA to attract qualified individuals to the teaching profession. The Teachers' Loan Program provided monetary assistance to 867 state residents from 26 in-state colleges and 10 residents attending out-of-state schools in 1986-87. This number is almost 2 1/2 times the 350 loans awarded in 1985-86. Table 3-8 provides information on the grade levels of the recipients.

The loan recipients intend to become certified teachers employed in the state's academic and geographic critical need areas. Twenty percent of the loan and the interest is canceled for each year a loan recipient teaches in an area of critical need. School districts having a minimum of 51% of their population classified as rural were designated as geographic critical need areas. Sixty-two of the 69 districts designated as rural were indicated as their critical area by 856 recipients. Critical need subject areas, listed in Table 3-9, were chosen by 386 individuals. Students who indicated both subject and geographic areas are counted in both.

TABLE 3-8 — LOANS BY GRADE LEVEL OF RECIPIENT

Grade Level	1984-85	1985-86	1986-87
Non-Degree	—	6	1
Freshman	7	15	190
Sophomore	22	35	97
Junior	36	81	160
Senior	56	83	194
Post-Baccalaureate	6	26	39
Graduate	30	104	196
Total	157	350	877

TABLE 3-9 — LOANS BY CRITICAL NEED ACADEMIC AREA

Area	1984 85	1985 86	1986 87
Mathematics	31	63	164
Science	13	31	78
Media Specialist/Library Science	–	–	41
Special Education	–	–	103
Total	**44**	**94**	**386**

HIGHER EDUCATION PROGRAMS IN THE EDUCATION IMPROVEMENT ACT

Four higher education projects have been funded by the Education Improvement Act (1984) in order to provide an adequate number of qualified teachers for the state's school system. In 1986-87 the South Carolina Center for Teacher Recruitment, South Carolina State College and Benedict College Minority Teacher Recruitment Programs, South Carolina Critical Needs Certification Program, and Centers of Excellence received a total of $941,000 for teacher recruitment and training. These four projects encompassed a variety of approaches in this area.

SOUTH CAROLINA CENTER FOR TEACHER RECRUITMENT

The South Carolina Center for Teacher Recruitment is a centralized teacher recruitment effort established to increase the number and improve the quality of teachers in the state during the next five years. The Center's goals are to identify a variety of strategies to improve and expand the pool of personnel for teaching and to develop a marketing campaign designed to improve teacher recruitment and the image of the teaching profession.

The Center was funded by the EIA and began operation at Winthrop College in 1985. To date, the Center's marketing and advertising efforts have focused upon the Teacher Loan Program and the Critical Needs Certification Program as created by the Education Improvement Act.

With the $260,000 appropriated in 1986-87, the Center has developed a series of programs aimed at addressing the problems associated with rural, minority, and specialty area shortages; increasing the percentage of male teachers; and improving teacher quality. These programs are as follows:

- Advertising and Marketing
- Job-Matching Service
- Direct Mail Campaigns
- In-Service Programs
- Conferences
- South Carolina Teacher Forum
- The Teacher Education Graduates Directory
- Minority Recruitment
- Teachers in Residence
- Teacher Cadet Program

One of these approaches, the Teacher Cadet Program, is a major part of the activities of the South Carolina Center for Teacher Recruitment and encourages high school students who possess a GPA/GPR of at least 3.0 on a four-point scale to consider teaching as a career. During 1986-87, 400 students from 28 high schools and 15 colleges participated in the project as cadets.

Minority Teacher Recruitment

Another approach was put into operation when $24,000 was earmarked for Benedict College to develop recruitment strategies that might increase the supply of minority students in the rural school systems. South Carolina State College received a separate $75,000 for attracting minority students to the teaching profession.

South Carolina State College utilized its 1986-87 funding for minority recruitment in various projects.

- The Teacher Cadet Program selected 50 students from Orangeburg-Wilkinson High School and provided them with information about entering the teaching profession.
- The Teacher Bound Project worked to encourage academically talented students from South Carolina to major in teacher education programs at South Carolina State College.
- A recruitment seminar was held to inform alumni and friends of South Carolina State College of the impending critical shortage of minority teachers, and to explore ways of attracting students to education.
- The "Teacher Mentor Program" (TMP) for Quality Assurance of First-Year South Carolina State College Graduates of Teacher Education tested the need for providing quality support to new teachers.
- Ten teachers in the School of Education visited Grambling State University in Louisiana to view their teacher education program, which is a federally funded national model.
- The College supported a one-month sponsorship of the television advertisement prepared by the South Carolina Center for Teacher Recruitment and 25 billboards advertising the importance of teaching.

The funding received by Benedict College in 1986-87 was used to establish the Minority Access to Teacher Education Project (MATE), a five-year pilot program targeting 60 rural South Carolina school districts for teacher recruitment. Funding for the pilot years is allocated for recruitment, evaluation/dissemination, and summer residencies at the college for 50 high school seniors planning to become teachers.

The following activities were implemented in 1986-87:

- Superintendents from 16 targeted school districts attended an orientation meeting in October 1986.
- Principals in the target districts were contacted and asked to identify prospective student participants for college representatives to meet with and discuss the program.
- Brochures were prepared describing the MATE Program.
- Representatives of the college were available to discuss MATE with interested groups.
- An initial visit for prospective teacher education students was held on January 30, 1987.

South Carolina Critical Needs Certification Program

The Education Improvement Act calls for development of an alternative certification program to meet the critical teacher shortages in the state. The program was approved by the State Board of Education in May 1985, and Winthrop College was selected to provide coursework and supervision for the Critical Needs Certification Program (CNCP).

In 1987, a cumulative total of 142 persons from 41 counties were seeking certification in mathematics, science, and library science through this three-year process. At the completion of the program, these candidates will be eligible for a teaching certificate from the State Department of Education. Eligibility for the CNCP requires that participants hold a bachelor's degree in a critical shortage area, successfully complete the appropriate speciality sectior. of the National

Teachers Examination, obtain eligibility status from the Department of Education, and be employed in a public school in South Carolina. Candidates remain eligible for the program for three years if they demonstrate satisfactory progress toward completion of the prescribed teacher certification program, pass all sections of the Education Entrance Examination during their first year in the program, and remain employed in a district of the state.

Funding from EIA monies totaled $186,000 in 1985-86 and $206,000 in 1986-87.

CENTERS OF EXCELLENCE

The Centers of Excellence Program provided grants to selected public and private colleges either to improve the quality of degree programs for teachers or to promote other activities in teacher education. To have been chosen for funding, a center must have demonstrated a clearly defined focus in advanced scholarship in basic and applied research and program development. The center's activities must directly support one or more existing educational programs at the institution.

During 1984-85, six institutions of higher education received funds for teacher education programs, and four new centers were added in 1985-86. Funding in 1986-87 was expended on a continuation of three programs and the addition of one new center (see Table 3-10).

TABLE 3-10 — CENTERS OF EXCELLENCE

		Funding		
Institutions	Program Title	FY 84-85	FY 85-86	FY 86-87
Clemson University	Math Education	$ —	$ 49,920	$182,230
College of Charleston	Gifted, Elem. Education	31,694	—	—
Columbia College	Basic Skills, Elementary Education	40,335	26,250	—
Converse College	Gifted Education	11,200	11,700	—
Furman University	Low-Achieving Students	9,464	20,569	41,411
S.C. State College	Collaborative Relationships	—	23,050	—
USC-Columbia	Earth Science Education	—	—	74,759
USC-Coastal and Francis Marion	Rural Education Elementary	—	78,457	—
USC-Spartanburg	Science, Elementary Education	42,140	37,620	101,600
Winthrop	Early Childhood	33,283	70,740	—
TOTAL		$136,422	$ 350,000	$ 400,000

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School Conditions

CHAPTER 4

OVERVIEW

School climate, or conditions, an elusive but encompassing component of education, is gaining new recognition today. Not only is it essential to good student achievement, but it is important to positive student attitudes. A favorable school climate provides the framework within which students, teachers, parents, and the public function cooperatively. According to the British study *Fifteen Thousand Hours*, a positive school climate is perhaps the single most important expression of educational leadership.

An orderly environment, emphasis on academics, and high expectations for students are all aspects of school conditions that are thought to contribute to learning. Various programs and policies throughout the EIA urge an improvement in these aspects of school conditions.

The 1987 survey of students, teachers, parents, and the general public revealed the following:

Teachers felt more strongly than the parents and public that schools were safe and secure. Students also felt safer in the school environment as compared to the previous year.

Teachers and parents thought schools effectively handled misbehavior; however, parents and the public were divided over whether discipline had improved, stayed the same, or gotten worse in the last year.

All groups surveyed agreed that emphasis on learning had increased in the last year.

A majority of students responded that they were proud of their schools, they liked school, and that school spirit had improved in the last year.

Truancies and suspensions showed an increase from 1986, particularly in grade nine, while expulsions remained stable.

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Opinions On School Conditions

Statewide surveys of parents, teachers, and the general public (with no ties to the schools) were conducted in July 1987 and included items designed to obtain opinions on school conditions. In addition, a stratified sample of students from 36 South Carolina schools in 13 school districts was surveyed. The opinions of students in grades five, eight, and eleven were collected during April 1987 (see Appendix A for details of the survey).

This is the third consecutive year that teachers, parents, and the public have been surveyed by the Department of Education concerning issues delineated in the Education Improvement Act and public education in general. Students have been included twice in the survey group.

Safe and Orderly Environment

A school atmosphere that is orderly and without the threat of physical harm promotes learning. When questioned on this topic, teachers felt more strongly than the parent and public groups that schools were safe and secure (85%, teachers; 60%, parents; 53%, public) (see Graph 4-1). Respondents from each group who regarded the schools as unsafe were asked to list specific reasons for their feelings. Vandalism and violence were number one on the list with all groups. Parents and the public identified drugs as their number two concern, while teachers listed lack of security as their second reason.

As shown below, the students surveyed this year felt far safer in the restrooms, the cafeteria, and the classrooms than did those surveyed last year.

	1986	1987
Restrooms	36%	65%
Classrooms	70%	95%
Cafeteria	70%	85%

This year was the first time students were questioned about safety in the school parking lots, and the smallest percentage of students (62%) regarded this location as particularly safe.

Contributing to an orderly school atmosphere is the perception of how well discipline is handled within a school. Seventy percent of the students thought they behaved well in most classes, and 69% of the teachers reported they were proud of the way students in their school behaved. In addition, 69% of the teachers involved in the survey felt that schools effectively handled misbehavior problems, while 65% of the parents and 60% of the general public agreed. Although the teacher and parent responses echoed those given in 1986, the public was less positive about the handling of misbehavior this year (60%) than they were last year (75%).

When asked if discipline in the schools had improved, stayed the same, or gotten worse over the past year, parents and the public were divided among the three categories, with a slightly higher percentage (39%) saying it stayed the same. Sixty-nine percent of the teachers, however, agreed that discipline had improved. Nevertheless, when asked to name the biggest problem with which area public schools must deal, teachers (26%) responded "discipline." Parents (25%) and the public (31%) also gave discipline as the biggest problem.

Other areas named by more than 10% of the respondents were:

- Lack of finances (teachers, 21%)
- Apathetic parents (teachers, 18%)
- Overcrowded schools and inadequate facilities (teachers, 10%)
- Students using drugs (public, 23%; parents, 17%)

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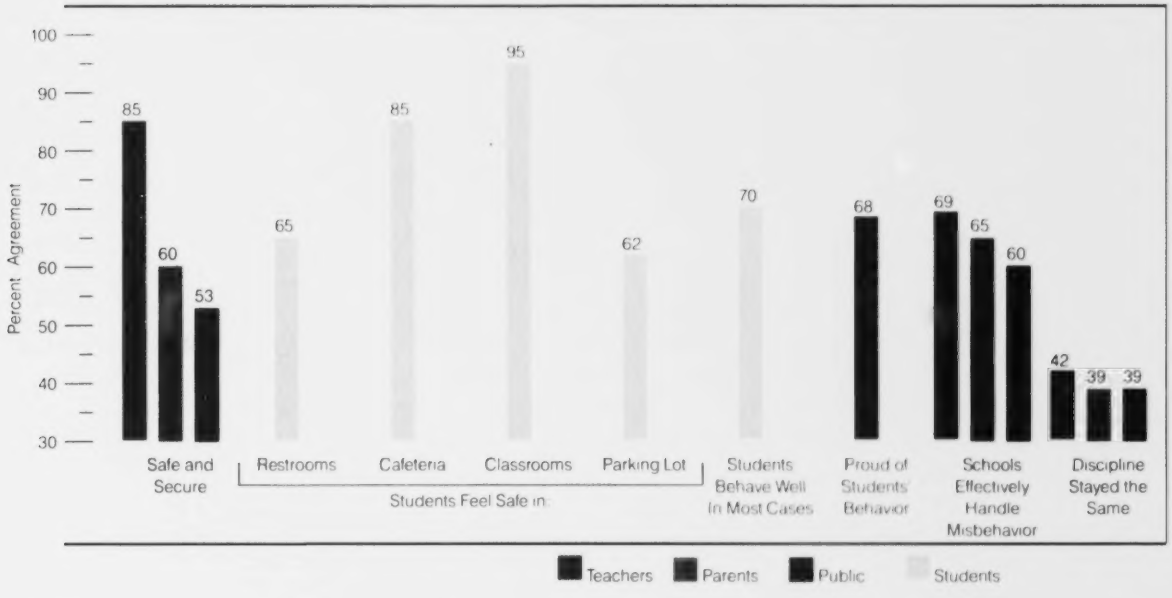
GRAPH 4-1 — SAFE AND ORDERLY ENVIRONMENT



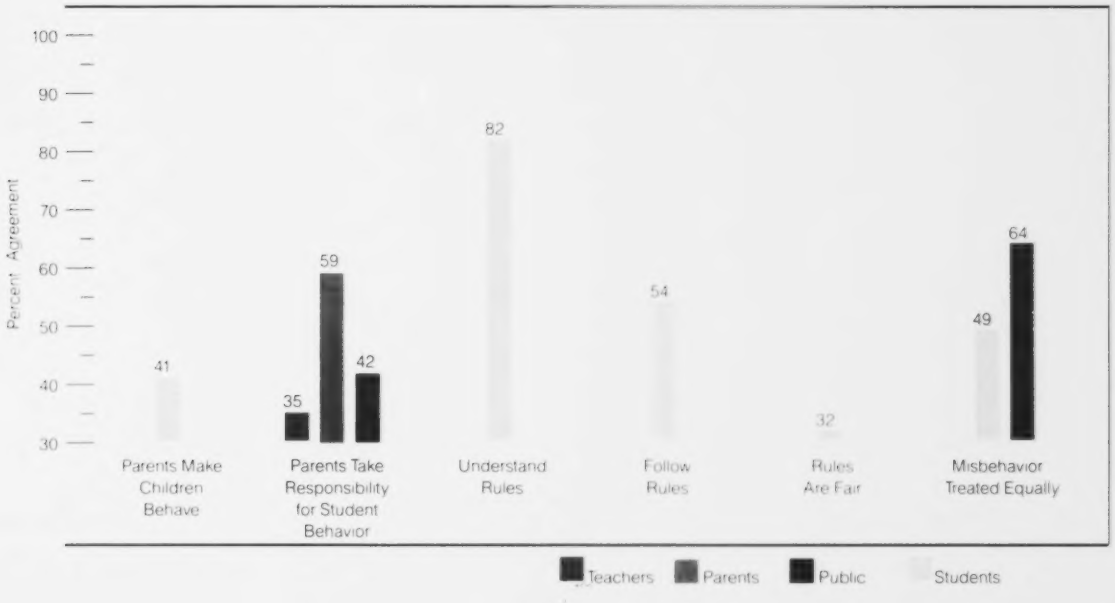
All four groups surveyed questioned the contribution parents made to an orderly school environment (see Graph 4-2). Only 41% of the student respondents felt that their parents made sure they behaved while in school. However, 35% of the teachers, 59% of the parents, and 42% of the general public agreed that this was occurring.

Responses by students concerning their opinions about rules in their schools were varied.

- 82% said they understood the rules.
- Half of the students said they followed them.
- About one third felt the rules were fair.
- About half felt that students who misbehaved were treated equally, no matter who they were.

When the survey group of teachers addressed this last point, just over 60% agreed students were treated equally.

GRAPH 4-2 — SCHOOL RULES



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Emphasis on Academics

Emphasis on academics is another area of school conditions considered important to fostering academic success. According to 92% of the teacher respondents, student learning was a top priority in their schools. A large majority of the students in this year's survey group (84%) agreed, compared with 67% the prior year. Broken down by grade levels, the responses were that 90% of the fifth-graders felt that learning as a goal was emphasized, while 84% of the eighth-graders and 77% of the eleventh-grade students were of the same opinion (see Graph 4-3).

When asked if the emphasis on learning had increased in the last year, 76% of the parents, 79% of the public, and 95% of the teachers felt that it had. These responses were more positive than the answers given in 1986 (66%, parents; 64%, public; 86%, teachers). On the other hand, teachers, parents, and the general public continued to be divided on whether schools emphasized doing well on standardized tests rather than learning.

One way in which the EIA seeks to emphasize academics is through increased requirements for participation in interscholastic activities. Students in grades nine through twelve must have passed at least four academic courses and maintained an overall passing average in the preceding semester in order to participate.

The eleventh-grade students agreed that:

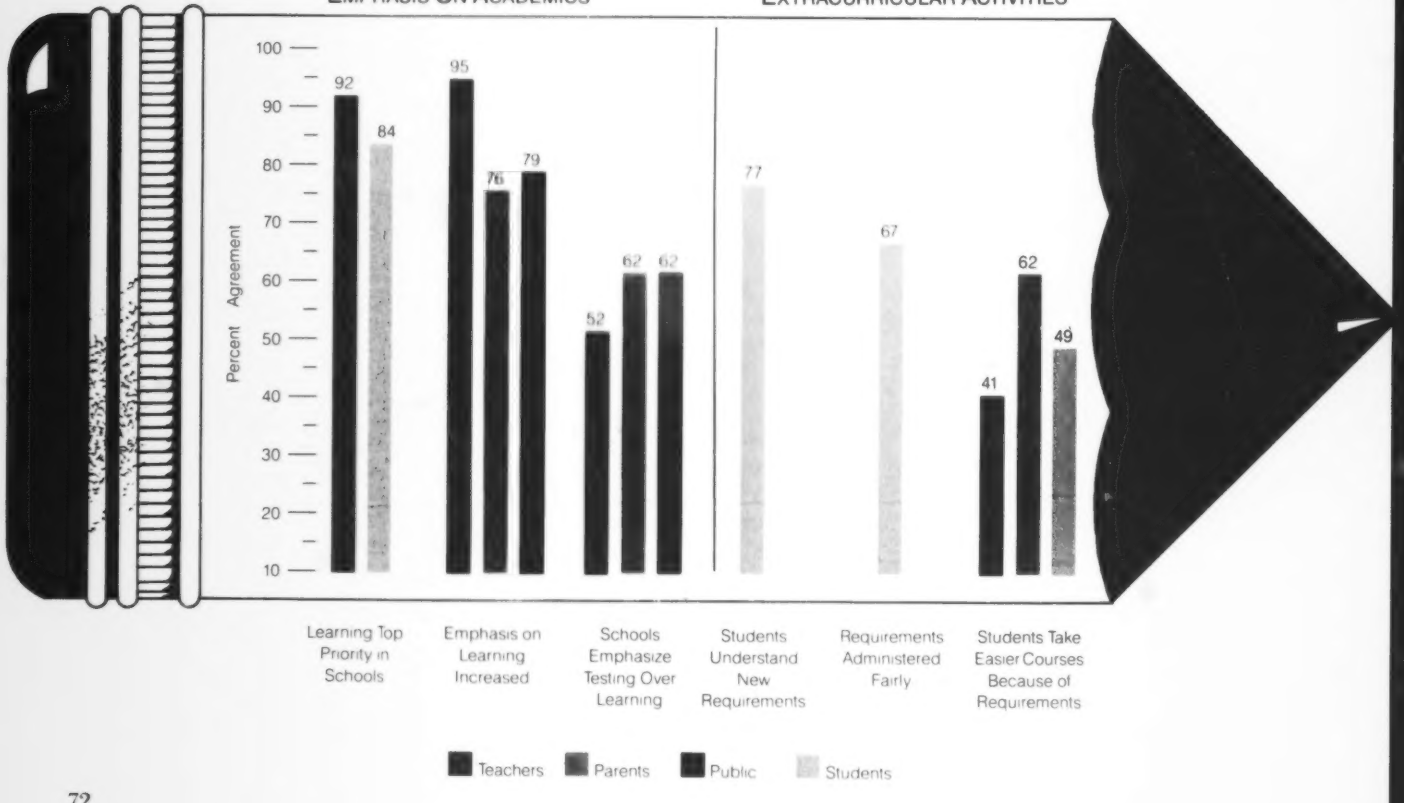
Students generally understood the new requirements for participation in extracurricular activities (77%).

The new eligibility requirements were administered fairly (67%).

However, these same students were undecided as to whether the new eligibility requirements resulted in students taking easier courses. Eighteen percent answered "don't know," while 49% agreed and 33% disagreed with this statement (see Graph 4-4).

GRAPH 4-3 — EMPHASIS ON ACADEMICS

GRAPH 4-4 — EXTRACURRICULAR ACTIVITIES



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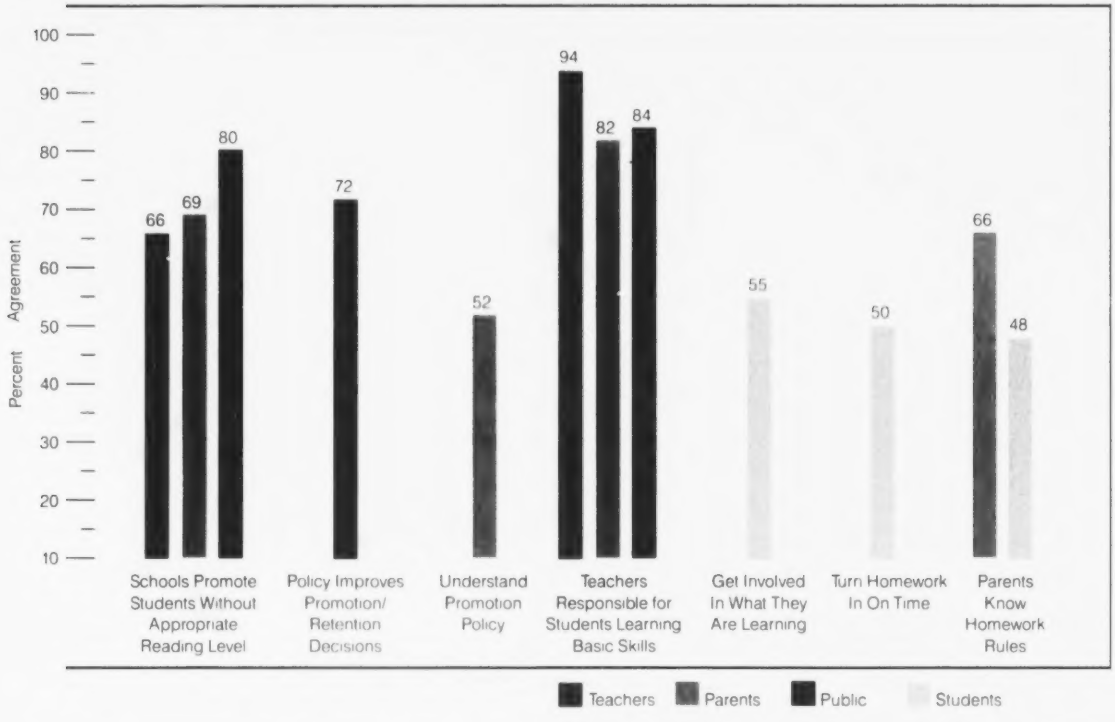
High Expectations

The staff of an effective school makes a conscientious effort to provide an environment conducive to student achievement. The presence of such factors as promotion/retention policies, teacher responsibility in learning, and active student participation in tasks are measures of the effective school environment.

Eighty percent of the public and over 65% of the teachers and parents thought schools were promoting students who had not reached appropriate levels in reading. However, elementary and middle school teachers felt the new promotion policy requirement, which impacted primarily in grades one through eight in school year 1986-87, improved how student promotion/retention decisions were made. Half of the parents of fifth- and eighth-grade students noted an understanding of this new policy (see Graph 4-5).

GRAPH 4-5 — EXPECTATIONS FOR STUDENT PERFORMANCE



The adult groups also indicated that the responsibility for the task of making sure all students learned the basic skills of reading, writing, and arithmetic rested with the teacher (94%, teachers; 82%, parents; 84%, public).

On the student survey, items concerned with high expectations dealt with students' involvement in the tasks of learning, completion of homework, and educational aspirations. Half of the student respondents (55%) were "involved in what they are learning," similar to the 1986 rate. Also, only half of the students reported that most students "turn in their homework on time." This response may be explained by the fact that fewer than half the students and two thirds of the parents thought parents knew the homework rules of their children's schools.

Students were questioned concerning how far they wanted to go in school. The following shows their responses:

	1986	1987
Graduate from high school	10%	13%
Some college	13%	19%
Four years of college or more	70%	59%

In 1986-87, 46% of those graduating from high school were admitted to a college freshman class.

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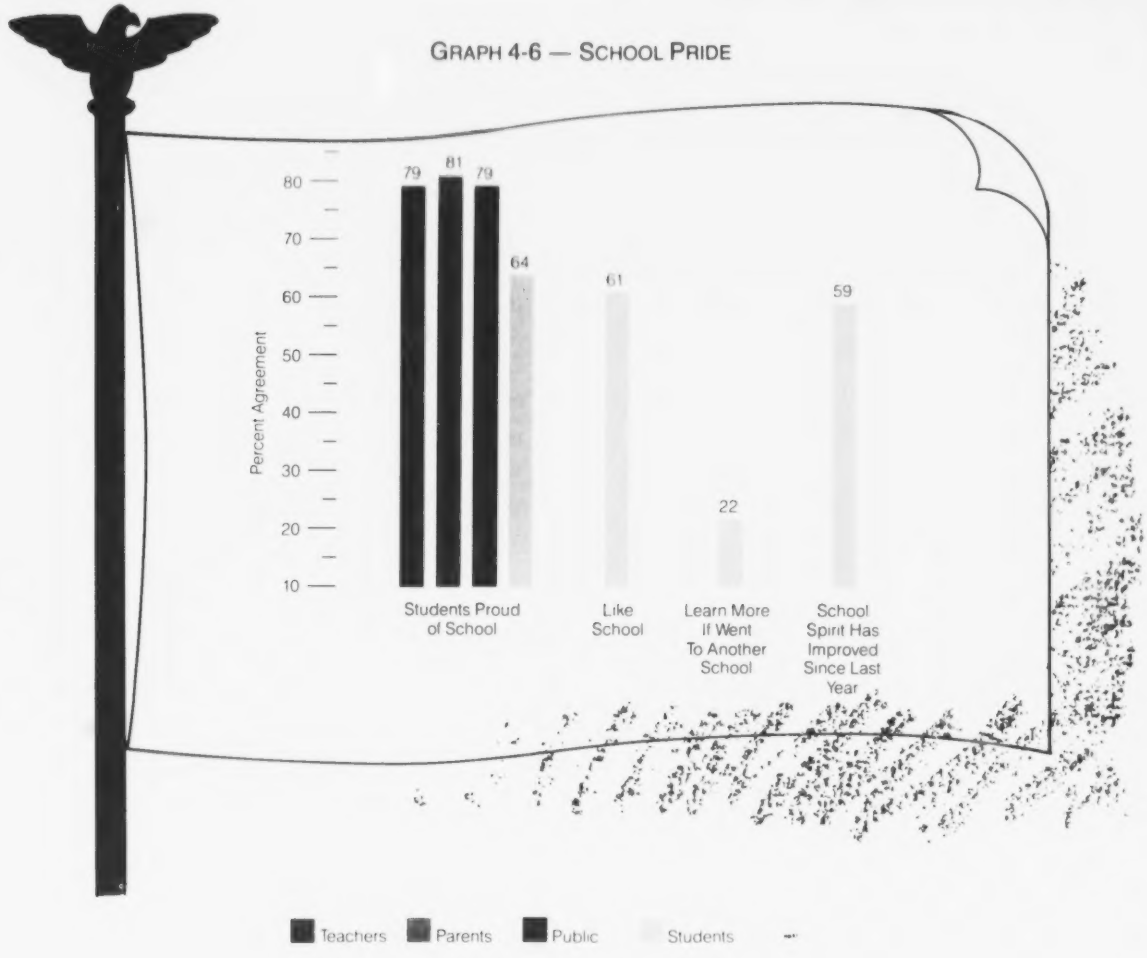
School Pride

The overall feelings expressed by students about their school experience were measured by the regard they held for their schools. Almost two thirds of the students reported that students were proud of their schools. In regard to the adult respondents, 78% of the teachers, 81% of the parents, and 79% of the public felt that students were proud of their schools.

Overall, 61% of the students "like school." This year, the number of students who felt they would learn more if they went to another school dropped to less than 25%, as compared to 43% the year before. Over half of the students agreed that school spirit had improved since last year (see Graph 4-6).

GRAPH 4-6 — SCHOOL PRIDE



TRUANCY, SUSPENSIONS, AND EXPULSIONS

While the numbers of students truant and suspended from grades six through twelve increased during the third year of the EIA, expulsions remained relatively stable. For all categories except expulsions, the largest increases occurred in grade nine (see Table 4-1).

Students with three consecutive unlawful absences and those with five unlawful absences increased by over 800 and 4,500, respectively, even though student absence rates decreased overall from last year. Students suspended one time increased by 16% from last year to 42,529 students, or 12.6% of the enrollment. The number of students suspended more than one time increased by 20% to total 21,035 students, or 6.25% of the enrollment. Expulsions remained relatively unchanged at 0.5%.

The changes in truancy and suspension rates bear watching over the next years, particularly in the high school grades. The exit exam and the increased requirements for high school graduation will impact greatly on these grades. Frequent absences are considered to be a part of a profile for identifying potential dropouts.

TABLE 4-1 — TRUANCY, SUSPENSIONS, AND EXPULSIONS
Unlawful Absence Data — 180-Day Report

Number with Three Consecutive Absences

	1983-84		1985-86		1986-87	
Grade	Number	Percent Enrollment	Number	Percent Enrollment	Number	Percent Enrollment
6	3,920	7.72	1,666	3.44	1,457	3.07
7	4,949	8.94	2,341	4.59	2,218	4.44
8	4,729	8.97	2,433	4.68	2,239	4.47
9	6,149	11.45	3,506	6.04	4,063	7.20
10	5,146	10.73	2,570	5.21	2,899	5.70
11	4,338	10.35	1,822	4.64	2,276	5.35
12	3,610	9.15	1,433	3.86	1,465	4.03
Total	32,841	9.61	15,771	4.71	16,617	4.93

Number with Five Absences

	1983-84		1985-86		1986-87	
Grade	Number	Percent Enrollment	Number	Percent Enrollment	Number	Percent Enrollment
6	5,184	10.21	3,203	6.61	3,187	6.71
7	7,600	13.73	5,015	9.83	5,304	10.61
8	7,929	15.03	5,469	10.53	5,784	11.54
9	9,280	17.28	7,183	12.39	8,632	15.30
10	7,946	16.57	5,782	11.73	7,010	13.78
11	6,684	15.94	4,407	11.23	5,932	13.96
12	6,478	16.43	4,922	13.26	4,722	13.01
Total	51,101	14.95	35,981	10.74	40,571	12.05

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TABLE 4-1 — *continued*

Number Suspended One Time

Grade	1983-84 Number	1983-84 Percent Enrollment	1985-86 Number	1985-86 Percent Enrollment	1986-87 Number	1986-87 Percent Enrollment
6	3,888	7.66	2,993	6.17	3,625	7.63
7	6,225	11.25	5,049	10.60	6,307	12.62
8	6,246	11.84	5,934	11.42	6,622	13.21
9	9,899	18.43	8,689	14.99	10,123	17.94
10	8,047	16.78	6,131	12.43	7,116	13.99
11	6,594	15.73	4,286	10.92	5,176	12.18
12	5,518	13.99	3,597	9.69	3,560	9.80
Total	**46,417**	**13.58**	**36,679**	**10.95**	**42,529**	**12.63**

Number Suspended More Than One Time

Grade	1983-84 Number	1983-84 Percent Enrollment	1985-86 Number	1985-86 Percent Enrollment	1986-87 Number	1986-87 Percent Enrollment
6	1,484	2.92	1,325	2.73	1,803	3.79
7	2,549	4.61	2,902	5.69	3,697	7.40
8	2,593	4.92	3,252	6.26	3,731	7.44
9	4,098	7.63	4,325	7.46	5,300	9.39
10	3,000	6.25	2,832	5.74	3,282	6.45
11	2,015	4.81	1,717	4.37	2,039	4.80
12	1,500	3.80	1,190	3.20	1,183	3.26
Total	**17,239**	**5.04**	**17,543**	**5.23**	**21,035**	**6.25**

Number Expelled

Grade	1983-84 Number	1983-84 Percent Enrollment	1985-86 Number	1985-86 Percent Enrollment	1986-87 Number	1986-87 Percent Enrollment
6	29	0.06	61	0.12	65	0.14
7	161	0.29	260	0.50	304	0.61
8	195	0.37	360	0.69	370	0.74
9	394	0.73	664	1.14	636	1.13
10	251	0.52	319	0.65	322	0.63
11	163	0.39	140	0.36	167	0.39
12	132	0.33	122	0.32	74	0.20
Total	**1,325**	**0.39**	**1,926**	**0.57**	**1,938**	**0.58**

TEACHERS OUT-OF-FIELD

During the third year of the Education Improvement Act, South Carolina experienced an overall reduction in the number and percent of students taught by teachers out-of-field. Secondary mathematics, science, and foreign languages continued to show the highest percentages of students taught by out-of-field teachers with 6.8%, 8.3%, and 8.2%, respectively (see Table 4-2).

An adequate staff, properly trained, is essential for offering a program of quality education. Some indication as to the degree of training the state's teachers possess with regard to the areas they are teaching is provided by the percent of students being taught by teachers out-of-field. The data can also indicate subject areas where a possible shortage of teachers may exist.

Teachers teaching out-of-field are fully certified in other area(s), but teach in an area for which they are not certified. Minimum State Board of Education requirements must be met in the area in order for an out-of-field permit to be issued. Several EIA programs, such as increases in mathematics and science requirements for high school graduation and the establishment of the remedial and compensatory programs, impacted on the number and type of certified teachers needed by the schools. Additionally, the change in college entrance requirements for 1988-89 to include two years of a foreign language has affected the number of high school teachers needed in this area.

TABLE 4-2 — NUMBER AND PERCENT OF STUDENTS TAUGHT BY TEACHERS OUT-OF-FIELD

Elementary — Grades K-8 [1]

Subject	1984-85 Students Taught by Teachers Out-of-Field		1985-86 Students Taught by Teachers Out-of-Field		1986-87 Students Taught by Teachers Out-of-Field	
Reading	10,253	(6.2%)	9,085	(5.6%)	8,881	(5.2%)
English	12,774	(3.4%)	15,163	(4.0%)	12,429	(3.3%)
Mathematics	14,465	(3.8%)	15,960	(4.1%)	13,693	(3.5%)
Science	12,353	(3.6%)	12,722	(3.7%)	12,809	(3.6%)
Social Studies	11,438	(3.3%)	11,550	(3.3%)	10,918	(3.1%)
Fine Arts	36,455	(4.8%)	32,864	(4.5%)	22,531	(3.1%)
Other	39,731	(4.2%)	41,194	(4.3%)	37,904	(3.9%)
Total Across Subjects[2]	**137,469**	**(4.2%)**	**138,538**	**(4.2%)**	**119,165**	**(3.6%)**
Total Elementary Enrollment Across Subjects[2]	**3,309,274**		**3,308,309**		**3,344,600**	

Secondary — Grades 7-12 [1]

Subject	1984-85 Students Taught by Teachers Out-of-Field		1985-86 Students Taught by Teachers Out-of-Field		1986-87 Students Taught by Teachers Out-of-Field	
Language Arts	9,450	(3.9%)	10,374	(4.3%)	7,862	(3.3%)
Mathematics	15,940	(8.4%)	16,734	(8.7%)	13,398	(6.8%)
Science	14,573	(9.3%)	15,456	(9.8%)	13,028	(8.3%)
Social Studies	13,273	(5.1%)	14,072	(5.5%)	13,889	(5.5%)
Vocational Education	5,780	(5.0%)	5,676	(5.0%)	5,342	(4.7%)
Foreign Language	4,083	(9.7%)	4,988	(10.2%)	4,380	(8.2%)
Fine Arts	2,785	(3.7%)	3,358	(4.7%)	2,512	(3.5%)
Other	2,955	(2.3%)	3,511	(2.8%)	2,335	(1.9%)
Total Across Subjects[2]	**68,839**	**(5.6%)**	**74,169**	**(6.2%)**	**62,746**	**(5.2%)**
Total Secondary Enrollment Across Subjects[2]	**1,216,672**		**1,202,813**		**1,201,100**	
Total Students Across Subjects Taught by Teachers Out-of-Field[2]	**206,308**	**(4.6%)**	**212,707**	**(4.7%)**	**181,911**	**(4.0%)**
Total Enrollment Across Subjects[2]	**4,525,946**		**4,511,122**		**4,545,700**	

[1] Grades 7 and 8 overlap both elementary and secondary levels because of differences in school organization.

[2] Duplicated count.

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EIA School Building Funds

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line	implement statewide				
Expenditures (in millions)	$55.7* implemented statewide	$32.9*	$17.7*		

* As appropriated, plus any unexpended EIA funds (carry-over authorization)

The EIA school building program was allocated $17.7 million in 1986-87. The Act allows the funds to be used for two purposes: the renovation, construction, or repair of instructional facilities, and the reduction of the millage required to pay the principal and interest on bonds issued for such purposes. If a district has issued bonds or undertaken capital improvement programs in the last five years, at least 50% of the funds must be used to reduce the millage required to pay debt service on the outstanding bonds. Should a district have obtained its building funds at a low interest rate, identified a need for the funds in excess of the 50%, or anticipated a significant increase in needed additional classroom space, a waiver could be granted to the millage "rollback" requirement.

Districts have four years to expend these funds. This time frame allows a period for accumulating funds while planning or beginning projects. In 1986-87:

- 23 districts reduced millage rates.
- 15 districts would have been required to raise millage if no EIA building funds had been appropriated.
- 31 districts obtained waivers because of the need for additional classroom space.
- 12 districts needed no waiver since they either had no debt increase or had paid the debt.

South Carolina faces a serious problem in providing adequate facilities for its students. In 1983, the cost of updating or constructing needed buildings, providing handicapped accessibility, and removing asbestos was estimated to be $1 billion. Original plans called for an average of $50 million a year for buildings, to be allocated from EIA funds during the five-year phase-in of the Act. This part of the law was meant to expand or contract as dictated by funds from the penny sales tax and needs of the programs. The available funds have not met the amounts originally projected, while deferred repairs and construction have added to the estimated costs.

School Incentive Reward Program

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line	develop program	implement program			
Expenditures (in millions)	$0.0 program developed	$6.8 implemented statewide	$6.8* award criteria changed		

* Based on estimates of final expenditures (carry-over authorization)

Approximately 25% of the schools in the state received incentive rewards in 1986-87. The criteria for the school incentive reward program include student achievement gain as determined through a matched-longitudinal analysis of test scores, student attendance, and teacher attendance. No school can receive a monetary reward unless the achievement gain criterion is met. Rewards were given to 248 public schools, 17 area vocational centers, and six school districts.

Schools meeting all three criteria received $54.79 per pupil. Those schools meeting only the achievement gain criterion received 80% of the per pupil reward amount. Schools meeting the achievement criteria and one attendance criteria received 90% of the per pupil allocation. Overall, 20 high schools, 41 middle/junior high schools, and 187 elementary schools were named reward winners. School incentive funds are earmarked for further improvements in the schools' programs and cannot be used to enhance the salaries of existing staff or to supplant regular school district funds.

In addition to monetary rewards, recipient schools also were presented with school incentive reward flags and certificates symbolic of their status as school incentive reward winners. An additional 108 schools which demonstrated performance levels approaching, but not quite reaching, the reward standard received certificates symbolic of their status as honorable mention recipients.

Analysis of the Student Achievement Data

The Education Improvement Act (EIA) requires that student achievement gain, as opposed to absolute level of student achievement, be the primary determinant of the achievement criterion. Achievement gain as utilized in this program is the discrepancy between a school's predicted performance, which is based upon its 1985 achievement, and the school's actual achievement in 1986. This matched-longitudinal analysis of the achievement data requires the matching of individual student test records prior to the current year, aggregated to the school level.

Analysis of Attendance Data

For both the student and teacher attendance criteria, either an attendance rate of 96% or a gain of one-half percentage point (provided the previous year's rate was at least 95%) over the prior year is sufficient to meet the standards. Long-term illness, injury on the job, and certain other absences were excluded from the calculation of teacher attendance.

IMPAIRED SCHOOL DISTRICTS

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line	apply criteria				
Expenditures (in millions)	$0.2 6 districts declared impaired	$0.7 6 districts receive grants, 2 districts declared impaired	$0.1 2 districts receive grants, 1 district declared impaired		

Since 1985, the quality of education in nine of the state's 92 school districts has been declared impaired. Under the Education Improvement Act, the quality of education in all South Carolina school districts is evaluated annually to ascertain whether certain minimum criteria are met. The criteria include but are not limited to: (1) improvement on CTBS and BSAP test results, (2) dropout rate, (3) accreditation deficiencies, and (4) failure rate on the high school exit exam. Any school district which fails to meet minimum criteria standards will be offered technical assistance by the State Department of Education to resolve these problems. When the problems indicate that the quality of education in a school district is seriously impaired, that school district will then be declared impaired.

When this situation occurs, a Quality Assessment Review Committee, composed of educators, State Department of Education staff, and non-educators knowledgeable in educational matters is appointed to visit the district. The Committee studies district programs, identifies factors

contributing to impairment of quality education, and makes recommendations for corrective action. After the Review Committee's recommendations are approved by the State Board of Education, the school district has six months to implement the recommendations. Once a school district has effectively implemented the recommendations and satisfied all State Department of Education requirements, it is removed from the impairment list.

Should a school district not implement the recommendations within the allowed six months, the following steps may be taken: (1) a state of emergency may be declared in the school district, and state funds for all programs under the Education Improvement Act may be withheld, (2) further technical assistance from the State Department of Education may be given, or (3) the Governor may declare the office of district superintendent vacant, with an interim superintendent appointed by the State Superintendent until the local board fills the vacancy.

In 1985, six school districts were declared impaired. These six districts have satisfied all recommendations and were removed from the impaired list the following year. In 1986, two school districts were declared impaired, but removed from the impaired list in 1987. One district was declared impaired in 1987, and is currently working on implementing the recommendations.

COMPETITIVE GRANTS FOR TEACHERS AND SCHOOLS

COMPETITIVE TEACHER GRANTS

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line	implement statewide				
Expenditures (in millions)	$0.2 implemented statewide	$0.2	$0.3		

COMPETITIVE SCHOOL GRANTS

School Year	1984-85	1985-86	1986-87	1987-88	1988-89
Original implementation time line	implement statewide				
Expenditures (in millions)	$0.2 implemented statewide	$0.2	$1.0*		

* Appropriation included $0.7 for science grants.

Competitive Teacher Grants were awarded to 175 teachers, guidance counselors, and media specialists for the purpose of improving teaching methods and implementing new programs. In school year 1986-87, funds were made available in two categories: regular teacher grants and teacher science grants. A total of $198,400 was given in the regular grant category to 110 teachers in 40 school districts. Science grants in the amount of $119,500 were received by 65 teachers in 29 school districts.

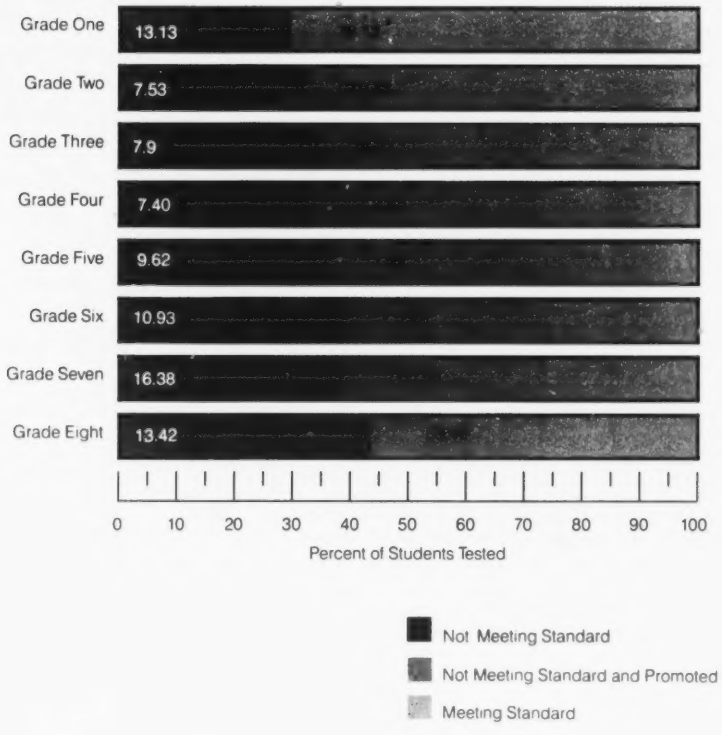
In addition to grants for teacher-initiated projects, the Competitive Grants Program allocates monies for schools to implement exemplary and innovative programs designed to improve instruction. For the 1986-87 school year, these funds were also available as regular school grants and school science grants. Fifty-four schools in 33 districts received funds under the regular grants program. These monies totaled $247,400. Science grants totaling $109,100 were given to 24 schools in 13 school districts.

PROMOTION POLICY

School districts in South Carolina were charged by the EIA with implementing a student promotion policy by school year 1986-87. The policies must include minimum standards in the areas of reading and mathematics as established by the State Board of Education. Included in the State Board regulation is the EIA-mandated weighting of 25% for specific scores on the BSAP and CTBS for grades one through eight. Districts promoted or retained students based on their policies for the first time in school year 1986-87.

The Division of Public Accountability collected data from each district on the number of students promoted who failed to meet the standard. Graph 4-7 presents this information on a statewide basis.

GRAPH 4-7 — STATEWIDE PROMOTION DATA ON STUDENTS SCORING BELOW STANDARD BY GRADE (1986-87)



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Community Involvement

CHAPTER 5

OVERVIEW

The creation of more effective partnerships among schools, parents, business, and the community is one of the goals of the EIA. A review of 1986-87 data indicated progress has been made with business and the community. However, responses to the statewide survey indicated that school personnel must continue to seek new ways to familiarize and involve parents with the schools.

- A total of 3,000 businesses were involved in business/education partnerships — an increase of almost 300% since the establishment of the EIA.
- Business leaders reported that they found the program to be rewarding and planned to continue participating. Principals and teachers, as well as business leaders, thought the program was working well with few, if any, difficulties.
- Volunteers working in South Carolina schools increased by 46% between 1985-86 and 1986-87 to 115,000 volunteers.
- Three fourths of the teachers and half of the parents and public thought school administrators "go an extra mile" to involve the community in school activities.
- Fewer than half of the teachers, public, and students agreed that parents took responsibility for their children's behavior in school, while 59% of the parents thought they assumed responsibility.
- An even smaller percentage of the survey groups thought parents knew what goes on in the schools.
- Although individuals familiar with School Improvement Councils indicated the councils had a positive impact upon the schools, less than 25% of the parents said that they had any knowledge of the councils.

BUSINESS / EDUCATION PARTNERSHIPS

Business involvement in South Carolina schools has continued to increase since the EIA encouraged the creation of more effective partnerships between schools and businesses. A participation survey administered to all school districts in the Fall of 1986 revealed the following:

- 67 school districts have established a policy on business/education partnerships. This figure represents nine additional districts since 1985 and a 165% increase from the initial year of EIA implementation.
- 3,000 businesses were participating in partnerships, an increase of 2,000 from 1985-86.
- 61 districts have formed an adopt-a-school partnership with businesses, a 74% increase over 1984-85. All 92 districts reported some type of business partnership occurring in 1986-87, the first year that participation reached 100%.
- In 27 districts, business partners provided management training opportunities.
- 84 districts had a business representative on their district-wide School Improvement Council.

Opinions on the Partnership Program

In December 1986, an opinion survey about the Business/Education Partnership Program sampled business leaders, principals, and teachers. The survey indicated:

- The programs were working.
- More positive attitudes were being created about education.
- Businesses planned to continue participating in the program.
- Businesses found the program to be rewarding.
- Community interests were served by the program.

Program Objectives and Their Implementation

Business leaders, principals, and teachers responded similarly when asked to list the objectives of the partnership program in which they participated. Business leaders most frequently responded: "to increase business awareness of school issues," "to improve the quality of educational programs," and "to increase student/faculty awareness of the business community." "Improving cooperation between the school and business communities" and "increasing the positive attitude of business toward public schools" were the program objectives listed most often by teachers and principals.

Half of the business leaders and principals thought program objectives were being met "completely" or "very much," and an additional 30% said they were being met "somewhat." While 53% of the teachers thought the program objectives were being met to some degree, it was noted that 38% said they did not have "enough information to judge." Overall, principals, teachers, and business leaders responded that the partnership program was working well with few, if any, difficulties.

Effects of Program Participation

Of the survey participants, over 90% of the principals and teachers and 88% of the business leaders agreed that program participation helped to develop more positive opinions about public education on the part of business people. Specifically, 91% of the business leaders and 88% of the principals and teachers all felt that "Accountability of public education is increased when businesses are involved in a partnership program."

All three groups further agreed that community interests were served through a partnership program. In fact, partnership programs had a positive effect on the school, faculty, and students according to 76% of the business leaders and 84% of the principals. Two thirds of the teachers also

agreed this was occurring. Finally, 80% of all three groups felt that recognition of the involvement of businesses in the programs was adequate.

Program Commitment

More than three fourths of the business leaders and principals involved in the opinion survey agreed with the premise that the benefits schools received were worth the investments made by the business sector. An area in which 90% of the business leaders expressed strong agreement regarded plans to continue participation in the school/business partnership programs. This commitment to the programs can be further evidenced by the fact that 90% of the business leaders provided release time for employee participation. Also, according to 86% of business leaders, employees found their involvement in a school/business partnership program to be a rewarding experience.

Overall Program Implementation

With regard to implementation of the partnership program and the subsequent results, 82% of the business leaders felt that building administrators were helpful in running the program, while 72% agreed that school faculties were helpful. Program implementation in the districts received a 67% approval rating. Overall, 72% of the business leaders were satisfied with the program in the school with which they were involved.

In the "additional comments" section of the survey, one member of the business community responded, "Involvement by our Chamber and local businesses in the partnership program has been the single best thing that's happened in our county's public education over the past two years." Remarks such as this seem to support the continuation and improvement of the business/education partnership program in South Carolina.

The opinion survey on the partnership program was sent to 300 principals, 277 business leaders, and 1,100 teachers. Fifty-three percent of the principals (158), 39% of the business leaders (108), and 15% of the teachers (162) returned the surveys. In comparison with the other two figures, the teacher return rate appears low. However, the final sample of teachers is still large enough to draw some meaningful conclusions about teachers' evaluations of the program in comparison to the evaluations by business leaders and principals.

South Carolina Public Education Foundation

The education foundation supporting improvement in the public schools, which was encouraged by the EIA, is being developed. A committee of South Carolina business and education leaders was established in 1984 to initiate a plan for creating a public education foundation. The committee decided to pursue the concept of a broad-based community foundation with public education as the top priority. In November 1986, however, the committee reversed this decision and began anew the organizational procedures for establishing a public education foundation. The standing committee was expanded to study the bylaws, assemble a final board of directors, and secure a permanent chairperson.

The South Carolina Public Education Foundation will become fully operational once a chairman and board of directors are chosen. The Foundation will operate apart from the State Department of Education and will work "to fund exemplary and innovative projects which support improvement in the public schools."

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SCHOOL VOLUNTEER PROGRAMS

The number of volunteers working in South Carolina school districts increased to 115,216 during the Spring semester of the 1986-87 school year. As can be seen in Table 5-1, participation rates increased by 46% during the 1985-86 school year. Further increases of more than 50% for senior citizens, students, and civic group members occurred between Spring 1986 and Spring 1987. These groups were involved in tutoring students, serving as school improvement council members, and providing assistance in such areas as the health room, library, mathematics and science labs, and the art and music programs. Of the 92 school districts in South Carolina, 88 had active volunteer programs during 1986-87.

TABLE 5-1 — SCHOOL VOLUNTEER PROGRAM
State Participation Rates

Category	1985-86		1986-87	
	Fall	Spring	Fall	Spring
Senior Citizen	1,768	2,449	1,810	2,975
Student	19,538	34,321	25,832	39,506
Parent	34,700	44,073	43,753	47,615
Business Person	7,466	10,732	14,412	11,722
Civic Group Member	7,227	11,713	8,450	13,398
Total	**70,699**	**103,288**	**94,257**	**115,216**

OPINIONS ON SCHOOL – HOME RELATIONS

Parents' support of a school's academic program and their involvement in school activities are integral components of an effective school that must be fostered by the principal and the staff. The 1986 and 1987 statewide surveys contained questions about the extent of parental participation in the schools.

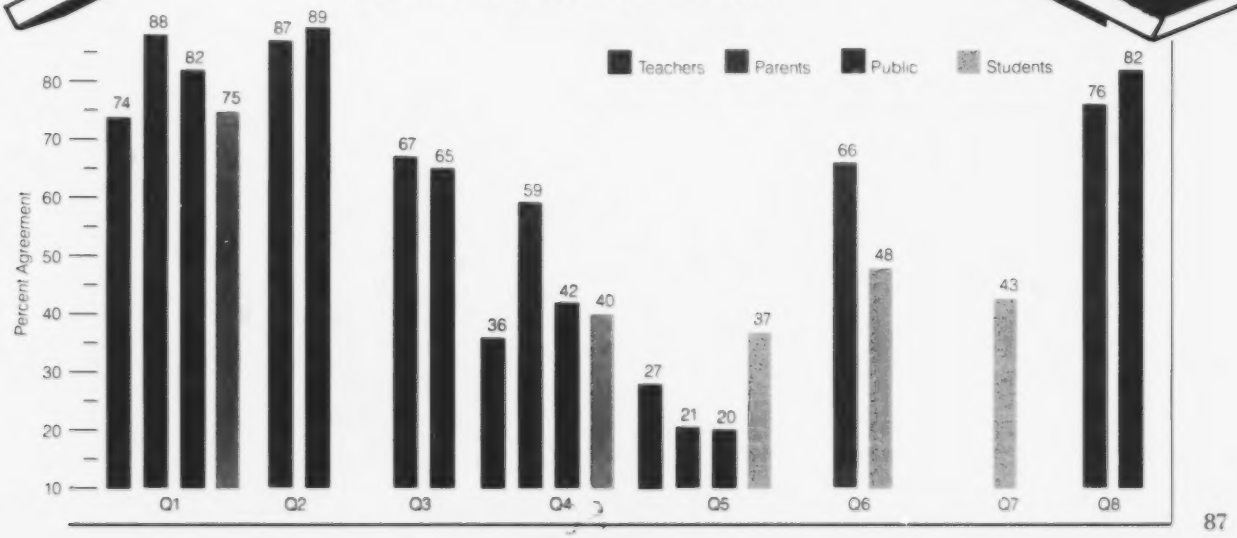
Although parental participation was encouraged by the schools, the respondents thought the overall involvement was limited (see Graph 5-1).

- 74% of the teachers and over 80% of the parents and public agreed that the schools encouraged parental involvement; the teacher figure is down from 92% in 1986.
- Over 85% of the parents and public thought parents could have an active voice in the school.
- 65% of the parents and public agreed that volunteers were recruited for the schools. However, in 1986, 86% of the parents and 78% of the public agreed with the statement.
- While 59% of the parents said that parents did take responsibility for their children's behavior in school, only 36% of the teachers, 42% of the public, and 40% of the students agreed.
- Parents and students were also divided on whether "parents know the school's homework rules." Two thirds of the parents said they did, but only 48% of the students agreed.
- An even smaller percentage of those surveyed thought parents knew what went on in the schools. Twenty percent of the parents and public, 27% of the teachers, and 37% of the students responded positively to this statement.

In 1986, only 20% of the students said that parents often visited the schools, as compared with the 43% in the current survey who said this took place. When parents and the general public were asked if teachers would contact parents if their children had problems in school, 76% of the parents and 82% of the public felt they would.

1. Schools encourage parental involvement
2. Parents can have an active voice
3. Volunteers are recruited
4. Parents take responsibility for their children's behavior
5. Parents know what goes on in the schools
6. Parents know the school's homework rules
7. Parents visit the schools
8. Teachers would contact parents regarding problems

GRAPH 5-1 — SCHOOL - HOME RELATIONS



Opinions on School – Community Relations

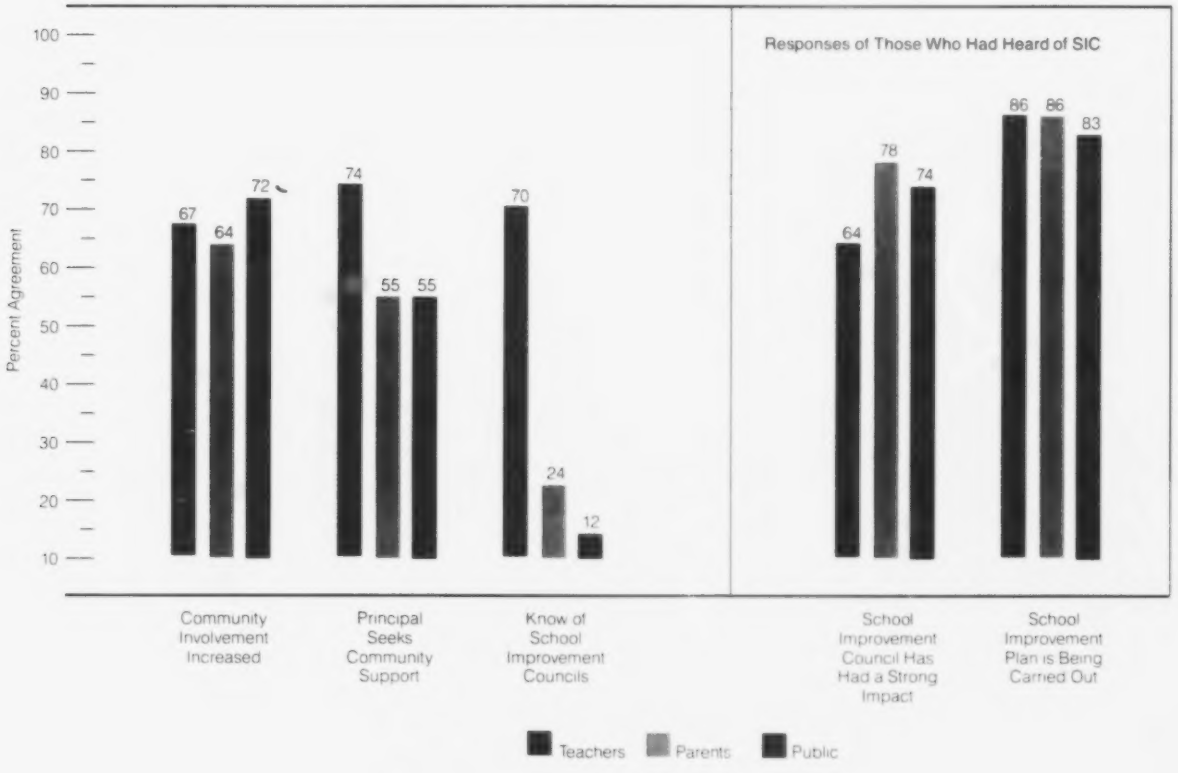
Community support for a school's program is another contribution to effective education which must be actively sought by school personnel. The ability of the school administrator to gain this support was judged by parents, the public, and teachers in the 1987 survey. When asked if community involvement in the schools had increased in the past year, 64% of the parents, 72% of the public, and 67% of the teachers agreed. In fact, three fourths of the teacher respondents and half of the parents and the general public thought school administrators "go an extra mile" to involve the community in school activities.

School Improvement Councils

School Improvement Councils, comprising community representatives, teachers, students, and parents, assist the principal in the development and monitoring of school improvement. The Education Improvement Act requires that these councils assist in preparing the School Improvement Report which focuses on school needs, goals, and objectives. Although 70% of the teachers surveyed knew of the councils, only 24% of the parents and 12% of the public were familiar with these groups. Similar responses were received in the 1986 survey; however, at that time, only 18% of the parents reported having knowledge of the councils (see Graph 5-2).

Of those individuals familiar with School Improvement Councils, two-thirds indicated that these groups had a positive impact upon the schools, while over 80% felt that the school improvement plan was being carried out in the schools (see Graph 5-2).

Graph 5-2 — School-Community Relations



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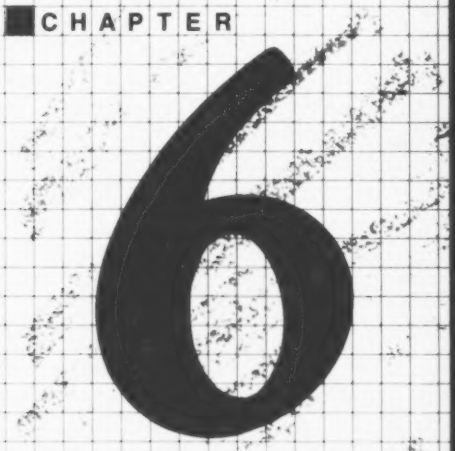
Public Confidence

CHAPTER



OVERVIEW

Public interest and support are vital to improving public education in South Carolina. If the reform effort is to succeed, public confidence in the schools must be maintained and encouraged.

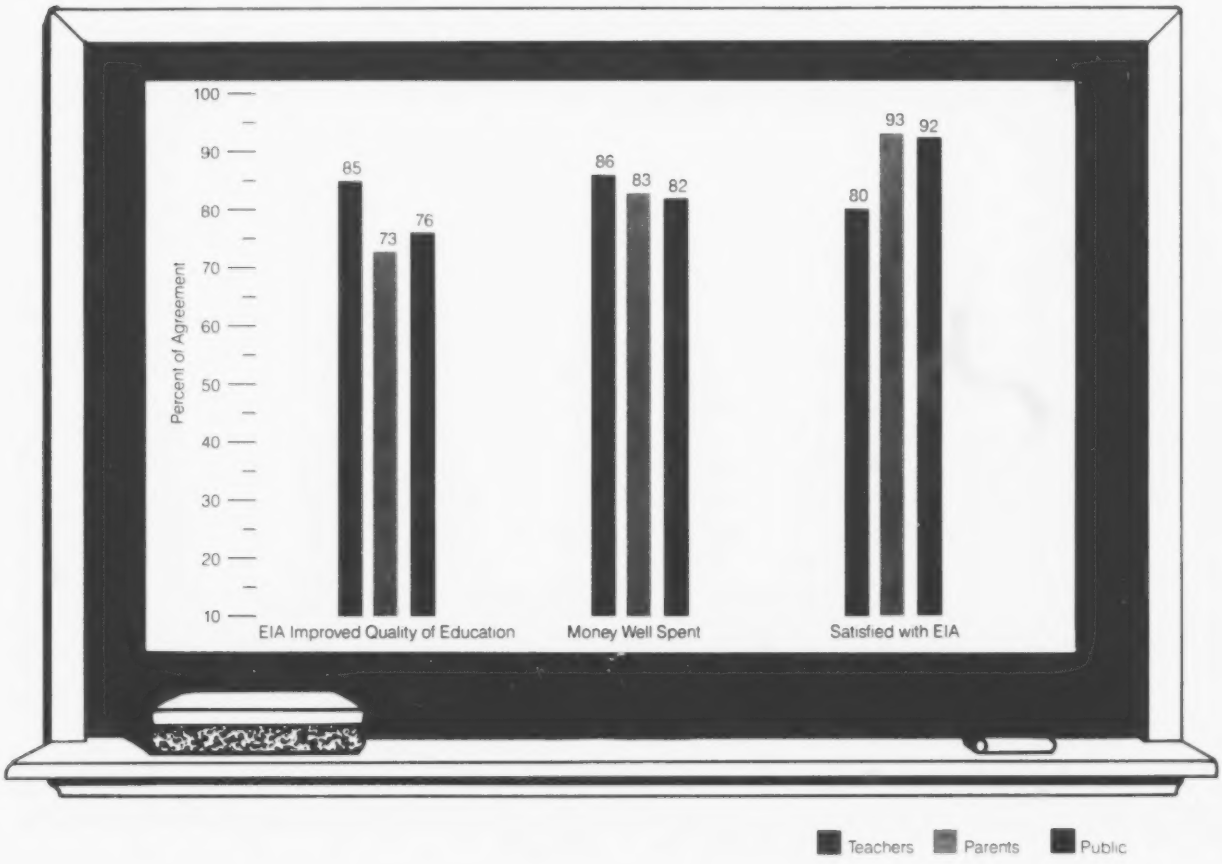
- Three years after the passage of the EIA, the general public, parents, and public school teachers remain very positive about its impact.
- Perceptions of the quality of the state's education system have improved from the views held prior to the passage of the EIA. Further, the majority of the individuals surveyed thought the overall quality of education had improved.
- The grades given to South Carolina's schools, administrators, and teachers by the public were similar to the grades given nationally to these same groups in the Gallup Poll. According to the figures, 40% of the survey group rated the schools as an "A" or "B," and about 50% awarded these marks to administrators and teachers.
- Half of those surveyed said parents were satisfied with their children's education, and about 80% of the parents and public perceived schools in their area as "a good place to learn."
- While parents thought schools had adequate space and facilities, over half of the teachers and public had concerns about the adequacy.
- Parents and the public felt that adequate supplies and materials were made available for education, while teachers were less certain.
- Approximately 75% of those surveyed agreed that students were prepared to pursue further education after high school graduation. They were less certain, however, that students were prepared to enter the work force.

Using statewide surveys, attitudes toward the South Carolina public school system have been assessed annually since passage of the EIA. The polls sought opinions on the quality of education, administrators, and teachers, as well as attitudes toward the Education Improvement Act and public education, in general. Money issues were also included in the survey.

Attitudes Toward The EIA

Parents, the public (individuals with no ties to the public schools), and public school teachers remained very positive about the EIA three years after its passage. Over 70% of these individuals thought that the EIA had improved the quality of education, and about 80% said that EIA funds were well spent. An even larger percentage of parents and the public reported that, in general, they were satisfied with the Act (see Graph 6-1).

Graph 6-1 — Attitudes Toward the EIA



In order to gather information on the changes observed by teachers, this group was asked the open-ended question, "Since implementation of the EIA, what is the biggest change, if any, that you have noticed in South Carolina public schools?" The answers given by more than 10% of the respondents were:

- The curriculum was better and test scores have improved; there was a return to the basics (18%).
- There was too much paperwork and red tape (18%).
- Needed remedial programs have been implemented (11%).
- Attendance has improved because of the 10-day rule on absences (11%).

OPINIONS ON THE SCHOOLS

The grades given to South Carolina schools were similar to the ones given schools nationally on the 1987 Gallup Poll. Forty percent of the public surveyed in South Carolina gave the state's schools an "A" or a "B." Parents surveyed in the Gallup Poll, however, gave the schools slightly more "A's" and "B's" than were awarded by the parents in South Carolina (see Table 6-1).

TABLE 6-1 — GRADING THE SCHOOL

Public[1]	A	B	C	D	FAIL	Don't Know
1987 South Carolina	9%	31%	43%	10%	3%	4%
1987 Gallup Poll	9%	30%	29%	9%	4%	19%
Parents[2]	**A**	**B**	**C**	**D**	**FAIL**	**Don't Know**
1987 South Carolina	13%	36%	38%	8%	4%	1%
1987 Gallup Poll	19%	37%	30%	9%	3%	2%

[1] Individuals with no children in the public schools
[2] Parents of public school children

These opinions on South Carolina's schools were echoed when members of the general public, parents, and teachers were asked about the overall quality of education in the state and whether it was improving, staying the same, or getting worse. A majority of those surveyed rated the quality of education as "good" or "fair." In addition, most thought that the quality of education was improving. The results in Tables 6-2 and 6-3 show responses to these questions since they were first posed in 1983, prior to the passage of the EIA.

TABLE 6-2

QUESTION: "Would you say that the overall quality of education in South Carolinais improving, staying the same, or getting worse?"

Responses	1983	1985	1986	1987
PUBLIC*				
Improving	54%	54%	58%	59%
Staying the Same	26%	26%	17%	23%
Getting Worse	13%	13%	13%	13%
Don't Know	7%	7%	12%	5%
PARENTS				
Improving		63%	66%	62%
Staying the Same		20%	22%	27%
Getting Worse		12%	7%	9%
Don't Know		5%	5%	2%
TEACHERS				
Improving		91%	90%	87%
Staying the Same		5%	7%	10%
Getting Worse		3%	2%	3%
Don't Know		1%	9%	9%

* In 1983, "Public" included parents and teachers. These groups were excluded from this category in succeeding surveys and were polled separately.

TABLE 6-3

QUESTION: "How would you rate the overall quality of education in South Carolina: excellent, good, fair, or poor?"

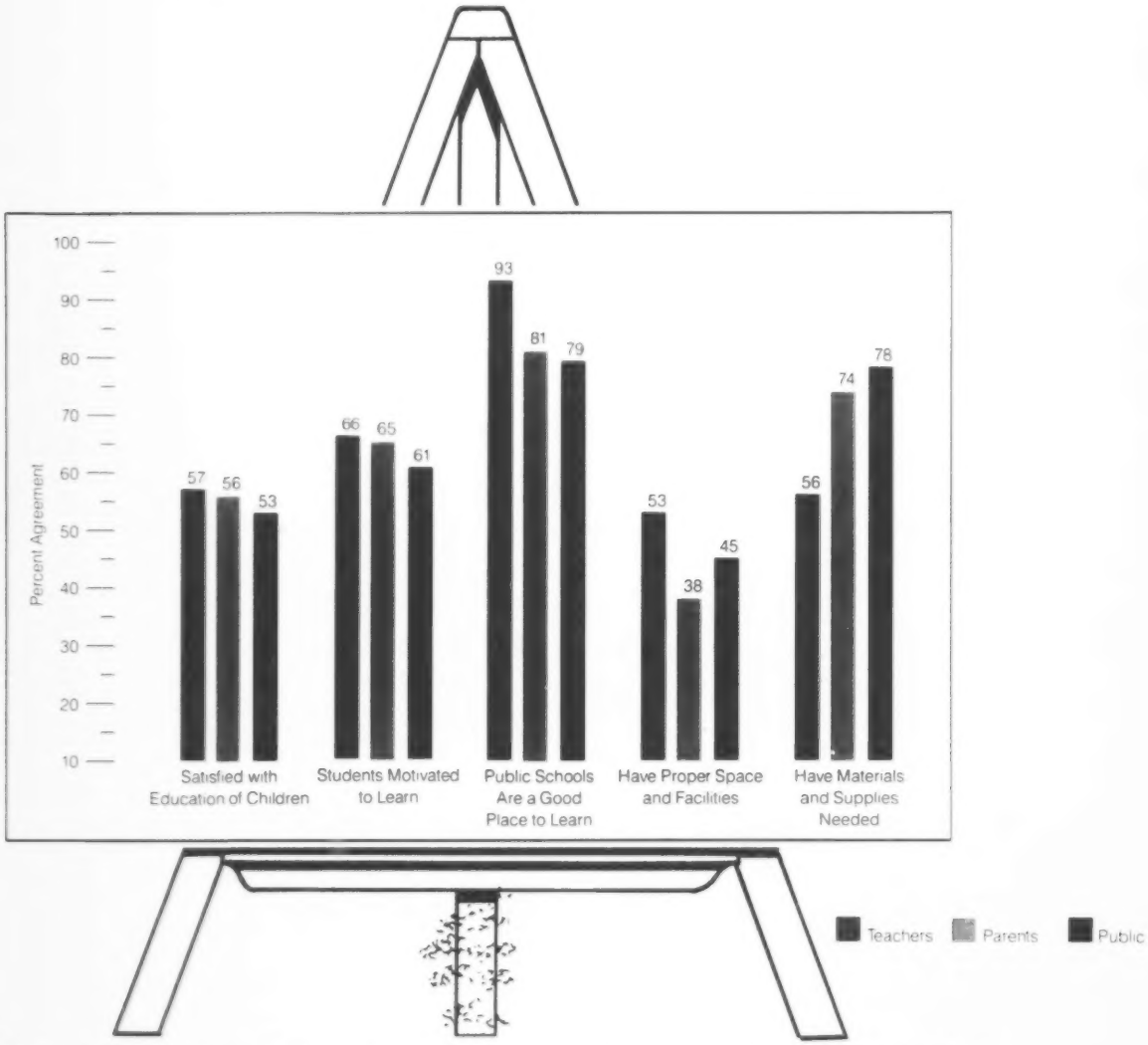
Responses	1983	1985	1986	1987
PUBLIC*				
Excellent	5%	4%	4%	7%
Good	30%	38%	32%	36%
Fair	36%	38%	40%	41%
Poor	27%	14%	16%	13%
Don't Know	1%	6%	8%	4%
PARENTS				
Excellent		5%	7%	8%
Good		44%	51%	50%
Fair		38%	35%	34%
Poor		11%	6%	9%
Don't Know		1%	9%	4%
TEACHERS				
Excellent		12%	11%	12%
Good		65%	67%	67%
Fair		19%	20%	18%
Poor		4%	7%	2%
Don't Know		—	1%	8%

* In 1983, "Public" included parents and teachers. These groups were excluded from this category in succeeding surveys and were polled separately.

ATTITUDES TOWARD PUBLIC EDUCATION

The three surveyed groups continued to be divided on whether they were satisfied with the education children were receiving in South Carolina. As can be seen in Graph 6-2, just half of those polled indicated parents were satisfied with the public education their children were receiving. On the other hand, 66% of the teachers, 65% of the parents, and 61% of the public felt that students were motivated to learn. Further, when asked if "the school in my area" and "my child's school" were "good places to learn," 79% of the public and 81% of the parents thought they were good places to learn.

GRAPH 6-2 — ATTITUDES TOWARD PUBLIC EDUCATION



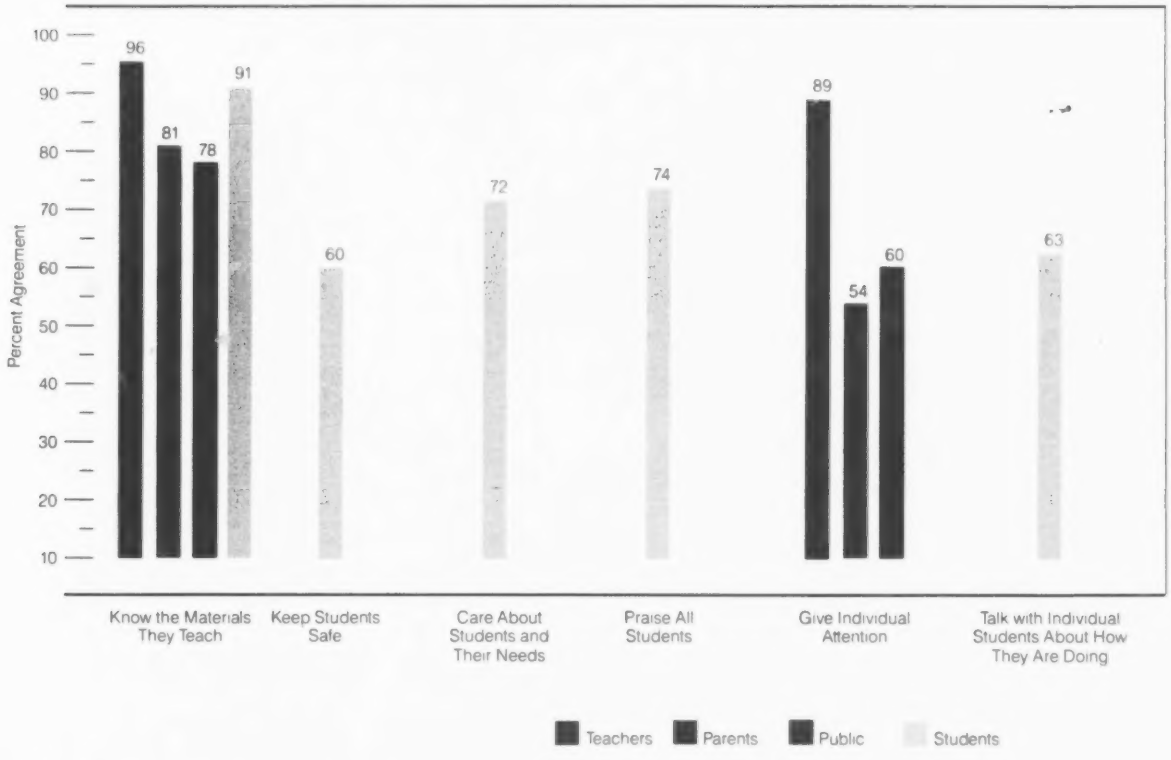
Although funding for schools has been a priority with the state legislature for the past three years, teachers, parents, and the public were divided on whether schools had adequate space and facilities. Teachers (53%), parents (38%), and the public (45%) thought that the space and facilities were sufficient to support the instructional programs. The availability of adequate materials and supplies for education was viewed positively by parents (74%) and the public (78%). Teachers, however, were less certain; 56% thought that supplies necessary for instruction in the basic skills were provided.

Opinions on Teachers

Questions about teachers elicited more positive responses from students than did similar questions in the 1986 survey. For example, in the 1987 survey, about 90% said that teachers knew their subject areas (77% in 1986), while 60% agreed that teachers held their attention in the classroom (52% in 1986). Seventy percent of the students also agreed that teachers showed they were interested in their students and praised students for doing well. On the previous year's survey, the percent agreeing with these statements was in the mid-50% range.

According to 96% of the teachers, 81% of the parents, and 78% of the public, teachers in South Carolina's schools knew the materials they taught. Eighty-nine percent of the teachers said they gave individual attention to students. However, the parents and the general public were less sure of the individual attention given to students since only 54% and 60%, respectively, agreed (see Graph 6-3). With regard to students, 63% said that teachers talked with them individually about their schoolwork.

GRAPH 6-3 — SOUTH CAROLINA TEACHERS AND THEIR STUDENTS



The grades given the state's teachers by the public were better than those given teachers nationally. Fifty percent of the public respondents to the South Carolina survey graded the quality of the state's public school teachers as an "A" or a "B." In-state, 56% of the parents gave the state's teachers an "A" or a "B," while the Gallup Poll reported 64% in the range (see Table 6-4).

TABLE 6-4 — GRADING THE TEACHERS

Public[1]	A	B	C	D	FAIL	Don't Know
1987 South Carolina	13%	37%	30%	7%	2%	11%
1987 Gallup Poll	12%	32%	25%	5%	3%	23%
Parents[2]	**A**	**B**	**C**	**D**	**FAIL**	**Don't Know**
1987 South Carolina	13%	43%	32%	6%	3%	2%
1987 Gallup Poll	24%	40%	25%	7%	2%	2%

[1] Individuals with no children in the public schools
[2] Parents of public school children

Opinions on the Teaching Profession

Attitudes about teaching are important to those in the profession and relevant in recruiting individuals to enter the field of teaching. The positive attitudes of the adult groups surveyed emphasized these areas:

- Teaching would be a good career to pursue (teachers, 71%; parents, 60%; public, 66%).
- Teaching would be a good profession for my children to pursue (parents, 68%).
- Teachers were happy they entered the teaching profession (teachers, 92%; parents, 70%; public, 66%).

The students surveyed in grades five, eight, and eleven were far from positive. In fact, only 17% agreed that "I would like to be a teacher."

Opinions on Principals

South Carolina's administrators rated higher grades than those given to administrators nationally on the Gallup Poll. About half of the state's public respondents gave administrators an "A" or a "B" (see Table 6-5). Nationally, 37% of the general public conferred the marks of "A" or "B" on administrators. The administrators rated those grades from 52% of the parents in South Carolina.

TABLE 6-5 — GRADING THE PRINCIPAL

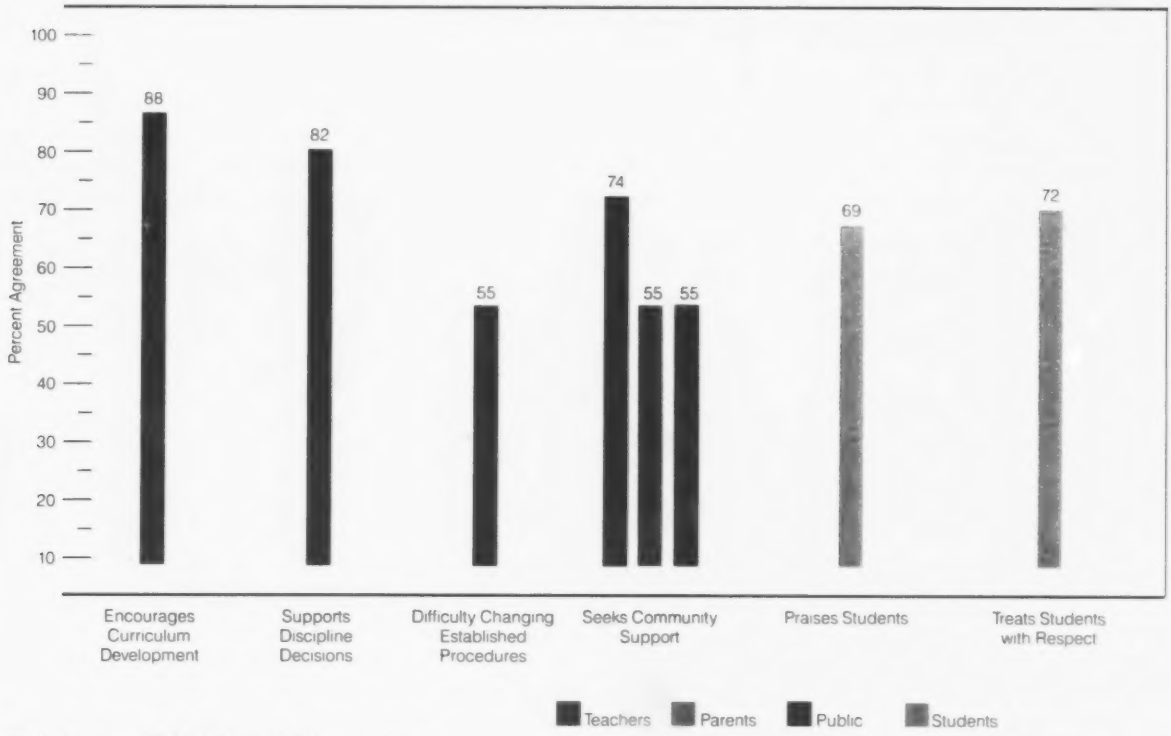
Public[1]	A	B	C	D	FAIL	Don't Know
1987 South Carolina	12%	35%	29%	8%	7%	10%
1987 Gallup Poll	10%	27%	27%	8%	3%	25%
Parents[2]	**A**	**B**	**C**	**D**	**FAIL**	**Don't Know**
1987 South Carolina	17%	35%	30%	8%	7%	4%
1987 Gallup Poll	23%	36%	25%	8%	4%	4%

[1] Individuals with no children in the public schools
[2] Parents of public school children

When teachers were questioned about the attitudes of their school principal, they responded that the principal encouraged curriculum development and supported teachers in discipline decisions. They were divided, however, as to whether there was difficulty in changing established educational procedures (see Graph 6-4). About half of the parents and public and almost three fourths of the teachers were of the opinion that the principal was active in gaining community support for the school programs.

When the student group was asked if the principal praised them and treated them with respect, more than 65% of the respondents "agreed" (see Graph 6-4). These questions received approximately the same response on last year's survey.

GRAPH 6-4 — OPINIONS ON SOUTH CAROLINA PRINCIPALS



Opinions on Educational Preparation

There was one final area in which there was agreement. Parents, the public, and students all were of the opinion that students were prepared to pursue further education after graduation from high school. Students (88%) and parents (81%) were the most positive, while 74% of the public agreed. The three groups were less certain that the students' education would prepare them for work. Again, students were the most positive (70%), followed by parents (60%) and the public (53%).

ENROLLMENT IN PUBLIC AND PRIVATE SCHOOLS

Enrollment in private schools in South Carolina showed a decline in 1986-87. The enrollment in private schools, considered an indirect measure of confidence in the public school system, decreased by 3,700 students, to 6.9% of the total school enrollment. Overall, public schools showed an increase of 5,400 students since last year (see Table 6-6).

TABLE 6-6
ENROLLMENT TRENDS IN PUBLIC AND PRIVATE SCHOOLS

Percent of Total Enrollment in Private Schools	Year	Enrollment	
		Public	Private
7.6%	1982-83	621,497	51,445
7.6%	1983-84	617,701	51,219
7.7%	1984-85	615,914	51,406
7.5%	1985-86	619,369	50,150
6.9%	1986-87	624,832	46,422

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Total enrollment by grade, by district, 35-day enrollment for 180-day period. (1982-83, 1983-84, 1984-85, 1985-86, 1986-87). (Available from the South Carolina Department of Education, Office of Research, Columbia, South Carolina)

Recommendations

CHAPTER 7

The recommendations presented in this section have been compiled from preceding chapters for the convenience of the reader.

HIGHER ORDER THINKING SKILLS

The Scholastic Aptitude Test is considered to test higher order thinking skills, which have been targeted for emphasis by the EIA. While the mean scores for South Carolina have improved on the two portions of the test, the percent of students scoring 600 and above remained about half that nationally, and a larger percentage of the state's students scored below 400 points on both parts of the test. These results indicate there may be a need for even greater emphasis on these skills in the state's schools.

GIFTED AND TALENTED PROGRAMS

More students are being identified than can be served in both artistic and academic areas with current funding levels. Under the present criteria, the potential pool of students is apparently increasing. However, before selection criteria are readdressed, it may be necessary to consider establishing a clearer definition and purpose for gifted and talented education.

TEACHER INCENTIVE PROGRAM

As a result of a contracted evaluation of the program, the consultants made the following recommendations to deal with participant concerns and to increase program participation and effectiveness:

- Districts should work together to make the application and documentation process less time-consuming. Efforts should be made to downplay competition and to focus more on encouraging outstanding teachers to participate.
- A clear statement of the program's purpose and objectives should be developed by the State Department of Education. Districts should implement their programs so as to achieve these objectives. Districts should develop written descriptive materials about the incentive program and invite teachers to workshops to learn more about the program.
- Participants should have access to a full-time district coordinator who can provide assistance in organizing materials and meeting district requirements. Additional staff at the state level is needed to provide effective implementation of the Teacher Incentive Program.
- Program guidelines should provide teachers with more definitive information on the development of student achievement portfolios.
- Technical assistance should continue to be provided to the districts by the State Department of Education. This assistance should help with the development of better teacher performance evaluation instruments, measurement and analysis of student achievement information, and the development and implementation of program management plans at the district level.

- A district should be allowed to utilize the first year of participation in the program exclusively as a planning year. During this planning year, the program would be fully developed and explained to teachers who would be invited to participate at the end of the year.

PRINCIPAL INCENTIVE PROGRAM

The following recommendations were offered by the consulting company as useful in gaining stronger support for the program from principals:

- The awards process should be completed within the school year.
- Each district should not necessarily have the same percentage of awards as all other districts.
- A full-time program coordinator should be employed by each district or by a consortium of districts to insure proper administration of the Principal Incentive Program.
- More than one incentive model should continue to be available for adoption by districts.
- Technical assistance should involve greater emphasis on training of principals and their supervisors in the aspects of each model. This effort should help to standardize the implementation of the incentive program and to increase the understanding of the evaluation criteria.
- Guidelines should be developed for each of the models to promote uniformity of operation and understanding of the entire incentive program.
- Further information on the development of the evaluation criteria and how the weighting function is used for comparing a school's performance should be provided.
- The validity of the principal evaluation instrument for distinguishing "superior" performance should be established to further principals' confidence in its applicability to the incentive program.
- As the program is implemented statewide, additional staff should be employed at the state level for coordination and training purposes.

PRINCIPAL EVALUATION PROGRAM

The external consultants made several recommendations for a more effective program:

- The meaning of certain performance statements in the instrument should be clarified to increase the validity of the evaluation. Presently, several performance statements are difficult to document, particularly in the areas of "timely decisions," "sensitivity," and "conflict management."
- The portfolio method should be reconsidered in terms of cost versus benefits to decrease the time and paperwork for principals. A variety of data sources, including observations, surveys, and the School Performance Report would strengthen the validity of the program as well as decrease the workload. The suggested data sources are appropriate for some but inadequate for other performance statements.
- In determining the global or summative rating, the weighting of some of the performance statements should be considered. Allowing some flexibility at the local level should be pursued as a possibility.
- The South Carolina Department of Education should specify guidelines for local districts in order to obtain better estimates of the cost, in terms of both time and money, of the Principal Evaluation Program at the local level.
- Follow-up evaluations of the Principal Evaluation Program should be conducted to establish reliability of measures over time. Preliminary evidence indicated that the instrument has content validity, but further assessment is necessary to establish more definitive validity. Furthermore, increasing reliability among raters should be considered.

- The South Carolina Department of Education should develop more specific plans for remediating low-performing principals.
- The data generated by the Principal Evaluation Program should be only one indicator for judgments in the Principal Incentive Program.

Program for Effective Teaching

The Division of Public Accountability's survey on the Program for Effective Teaching indicated that teacher participants had positive attitudes towards the training. However, if the program is to have maximum effectiveness, the following recommendations should be considered:

- Districts should incorporate some method of long-term maintenance and reinforcement of the PET training into the program.
- A continued effort should be made to thoroughly train all building administrators in the PET program. Also, some evaluative method should be developed to insure that principals maintain the program in their schools.

Teacher In-Service Training

The results of a survey on teacher in-service training, conducted by the Division of Public Accountability, indicated that administrators and teachers should pool their knowledge and resources and seek to make in-service training more responsive to the professional needs and interests of practicing teachers. Some of what has been found through research to be effective in-service training is already occurring in South Carolina. However, if districts are to effectively fulfill the EIA requirements for in-service training, they should be aware of research findings on effective in-service and teacher opinions. In-service training at the district level should relate to the needs of teachers, include the input and involvement of teachers, and provide for some means of both short-term and long-term reinforcement and evaluation.

Prospective Principal Assessment Program

In a study conducted under contract with the Division of Public Accountability, concerns about communication and understanding of the Assessment Center process were expressed by both superintendents and board members. Both groups suggested the need for better:

- Definition of skill dimensions
- Orientation to the assessment process
- Explanation of the validity of the process
- Presentation of assessment information

Community Involvement

A survey of business people conducted by a consultant for the Division of Public Accountability and the statewide survey of parents and the public performed under contract by a research firm indicated that progress had been made in involving the businesses and the community. However, responses to the statewide survey indicated that school personnel should continue to seek new ways to familiarize and involve parents with the schools.

Appendices

APPENDIX A

OPINION SURVEYS METHODOLOGIES

During July 1987, public school teachers, parents of public school students, and other citizens with no ties to the public schools were surveyed for the third year concerning the impact of the EIA on public education in South Carolina. During April 1987, public school students were surveyed for the second time.

Surveys of parents, teachers, and the public were conducted by telephone, with interviews lasting approximately 20 minutes. Students sampled were administered a written questionnaire by representatives of the contractors and under the supervision of classroom teachers.

The surveys were developed, administered, and analyzed by MGT of America, Inc., Tallahassee, Florida.

Parent and Teacher Sampling Design

The parent and teacher surveys were based on a geographic random sample of school districts within South Carolina. A total of 13 school districts representing the Coastal, Midlands, Pee Dee, and Piedmont regions of the state were selected. Stratified cluster random sampling was employed to select 43 schools from within these 13 school districts. The schools were selected on the basis of their classification as elementary, middle, or high schools, as well as on a rural, urban, or mixed categorization.

Random samples of parents and teachers were selected from each of the 43 schools' records, along with the addresses and telephone numbers of the potential respondents. A total of 898 teachers and 697 parents were surveyed by telephone. One elementary school did not provide a list of parents' names and, therefore, was excluded from the parent sample.

Student Sampling Design

A reporting sample of 581 students in 36 public schools completed questionnaires for the student survey. The schools were randomly selected with regard to the regions in the state as well as urban/rural/mixed categories. From each region, one or more groups of students from the fifth, eighth, and eleventh grades were surveyed. The primary sampling unit in each school was an English class for the appropriate grade. In some instances, a substitute class was agreed upon by MGT and the principal. The MGT staff made site visits to the schools to administer the questionnaire. The survey took 30 to 45 minutes to complete. Instructions were given to the students by the administrator.

Public Sampling Design

Over 400 individuals, age 18 or older with no ties to the public schools, were randomly selected and interviewed for the public survey. The respondents' telephone numbers were selected out of approximately 4,000 numbers generated through random digit dialing. A larger sample was necessary to obtain a representative distribution of respondents by age, sex, and geography.

Sampling Error

The survey designs, sampling methods, and sample sizes were determined to maintain a range of ± 5% sampling error at the 95% confidence level. This range indicates the extent to which findings may differ from results that would be obtained if all teachers, parents, students, and the public were interviewed. A larger sample size was utilized with the parent and teacher surveys, thus reducing the error rate associated with the cluster sampling method. Surveying over 581 and 400 individuals in the student and public survey, respectively, also produced the desired confidence level.

APPENDIX B

STATUS OF PROGRAM IMPLEMENTATION

The Division of Public Accountability has completed its third year of monitoring the implementation of the Education Improvement Act. Each provision of the EIA that required action in 1986-87 was followed through the process of the Results Management System (RMS), operating since 1984 to validate compliance with all provisions of the Act.

There were provisions in the EIA that had been in effect prior to its passage in 1984. Many provisions went into effect immediately or were implemented the first year that the EIA became effective. More provisions reached compliance in 1985-86. During the third school year of the EIA, still more legal requirements were met.

Provisions Implemented

1. The Attorney General's office issued an opinion on January 8, 1987, stating that scholastic standards of achievement could be satisfied by promotion policy activities. Regulations governing the promotion policy were published as final April 24, 1987 (SR 11-4).
2. Guidelines for the emphasis on teaching as a career were adopted by the State Board of Education on May 13, 1987. A corollary to this provision, the emphasis on teaching in the Governor's School, was satisfied by the same guidelines that apply to public schools.
3. The Office of Leadership and School Improvement has received assurances from all school districts that in-service training is being implemented. This satisfies the EIA provision that mandates compliance by the districts by the 1986-87 school year.

Provisions in Developmental Stages

Other provisions that required 1986-87 activity by the EIA were validated. These developmental programs include Teacher Incentive, Principal Evaluation, and Principal Incentive. Provisions that did not have specific 1986-87 mandates, but will require activity in the future, include the following: Exit Exam, Certificate in lieu of High School Diploma, Reduction of Paperwork, Higher Order Problem Solving Skills, and Development of Unique Talents. Also in the developmental stage are State Board Report on School District Survey Results, Black History, South Carolina History, Objectives in Science, and the Public Education Foundation.

Provisions Out-of-Compliance

There were two provisions that were not brought into compliance with the requirements of the Education Improvement Act for 1986-87.

1. The first one states that "Beginning with the school year 1986-87, the Commission on Higher Education, with the assistance of the State Board of Education, shall require all state-supported colleges and universities which offer graduate degrees in school administration to increase the entrance requirements for admission to these graduate programs and shall specifically enumerate what increases are necessary to each college and university offering these programs." The Commission on Higher Education did not fulfill this mandate in the time stated by law.

The explanation for the delay is that the 1986-87 date cited in the EIA was selected because the Commission had already scheduled an evaluation of all degree programs in teacher education for 1985-86. According to the Commission, the report of the consultants was not submitted until December 1986. After consultation with the institutions involved, the Commission at its meeting on July 9, 1987, adopted minimum requirements for admission to graduate programs in school administration. Each of the five institutions has been notified of the Commission's formal action, with the understanding that these new requirements are to be effective by fall 1988.

2. The remaining out-of-compliance provision states "A formal evaluation of continuing contract teachers must take place not less than every three years." The original evaluation system was mandated by Act 187 of 1979, and regulations passed pursuant to this act require oversight by the local district. After site visitations to five randomly selected school districts, State Department of Education staff did not consider the provision implemented. A study of the instruments and procedures used by each of the districts followed in the fall of 1986. The findings were presented to the State Board of Education in February 1987.

An advisory committee was then established by the State Superintendent to consider recommendations suggested in the report. The final report of the Committee is scheduled for presentation to the State Board of Education in January 1988.

EDUCATION IMPROVEMENT ACT OF 1984

STATUS OF PROGRAM IMPLEMENTATION AS OF JUNE 1987

Education Improvement Act Provision	Year Implemented				EIA Management Process	
	Prior	1984-85	1985-86	1986-87	Being Administered	Being Developed
SUBDIVISION A — Raising Student Performance						
Subpart 1 — Increasing academic standards						
Increased graduation requirements					■	
Interscholastic activities: "No pass, no play"		■			■	
Mandatory college preparatory programs		■			■	
Higher order problem solving skills						■
Teaching S.C. history and Black history						■
Emphasis on agriculture			■		■	
Subpart 2 — Discipline and attendance						
Minimum standards of conduct and a uniform system of enforcement			■		■	
Scholastic standards of achievement					■	
Uniform system of enforcement of attendance		■			■	
Absences		■			■	
Fingerprinting of students		■			■	
Subpart 3 — Effective use of class time						
Length of school day		■			■	
Kindergartens to be provided in each district		■			■	
Entrance ages to kindergarten and first grade		■			■	
Mandatory kindergarten attendance (waivers allowed)		■			■	
Transportation to kindergarten		■			■	
Child development programs for four-year-olds		■			■	
Make-up days		■			■	
Subpart 4 — Programs for talented students						
Advanced Placement courses		■			■	
Gifted and talented programs eligibility criteria			■		■	
Programs to develop unique talents						■
Subpart 5 — Vocational training programs						
Regulations for clearly defined programs			■		■	
Purchase of new equipment		■			■	
Placement of graduates			■		■	
Advisory council study			■			
Recommendations of Governor's committee			■			
Subpart 6 — Programs for handicapped students						
Services for emotionally handicapped students by contract with Continuum of Care Policy Council			■		■	
Services for mentally handicapped students provided in districts		■			■	

STATUS OF PROGRAM IMPLEMENTATION AS OF JUNE 1987 — *continued*

Education Improvement Act Provision	Year Implemented				EIA Management Process	
	Prior	1984-85	1985-86	1986-87	Being Administered	Being Developed
SUBDIVISION B — Teaching/Testing Basic Skills						
Subpart 1 — Exit exam						
Administration of exam in tenth grade			■		■	
Remediation for failing students					■	
Passage of exam as condition of diploma						■
State certificate in lieu of diploma						■
Subpart 2 — Promotion policy					■	
Subpart 3 — Improving basic skills						
Voluntary programs for four-year-olds with readiness deficiencies		[illegible]			■	
Compensatory and remedial instruction ([1] Longitudinal analysis)		[illegible]			■	■ [1]
Student weightings		[illegible]			■	
Funding for remedial and compensatory		[illegible]			■	
Adjustment in instructional time		[illegible]			■	
Foreign language not required for diploma		[illegible]			■	
Educational objectives in science						■
Subpart 4 — Alcohol and drug abuse						
S.C. Commission on Alcohol and Drug Abuse to establish program		[illegible]			■	
Subpart 5 — Pupil-teacher ratio reduced ([2] Unfunded)					[2]	
SUBDIVISION C — Elevating the Teaching Profession						
Subpart 1 — Increasing the number of qualified people going into teaching						
Secondary schools and Governor's schools to emphasize teaching					■	
Colleges to emphasize teaching according to guidelines adopted by Commission on Higher Education		[illegible]			■	
Loans to teachers in areas of critical need to be administered through the S.C. Student Loan Corporation		[illegible]			■	
Conditional teaching certificates		[illegible]			■	
Conditional teacher may be employed under provisional or annual contract			■		■	
Subpart 2 — Raising salaries to the southeastern average						
Minimum salary schedule		[illegible]			■	
Compensation and employer contributions		[illegible]			■	
Teacher Incentive Program ([3] Pilot Test)			■ [3]	[illegible] [3]		■

STATUS OF PROGRAM IMPLEMENTATION AS OF JUNE 1987 — *continued*

Education Improvement Act Provision	Year Implemented				EIA Management Process	
	Prior	1984-85	1985-86	1986-87	Being Administered	Being Developed
Subpart 3 — Improving training of current and prospective teachers						
Basic skills exam required for prospective education majors					■	
Additional and upgraded standards for teacher education programs			■		■	
Commission on Higher Education to contract with colleges to provide Centers of Excellence in teacher training		■			■	
Student teaching required					■	
In-service training programs ([4] Department) ([5] Districts)			■ [4]	[5]	■	
Tuition reimbursement			■		■	
Subpart 4 — Maximizing time and talent						
School year lengthened		■			■	
Reduce paperwork through computers ([3] Pilot Test)			■ [3]			■
Competitive grant program		■			■	
Evaluation of continuing teachers every three years						
Evaluation of provisional and annual contract teachers						
SUBDIVISION D — Improving Leadership						
Subpart 1 — Recruiting principals						
Assessment of prospective principals			■		■	
Increase requirements to graduate programs						
Seminars required for superintendents and principals			■		■	
Principal Evaluation Programs ([6] Field Test)				[6]		■
Training programs for school administrators			■		■	
Principal Incentive Program ([3] Pilot Test)				[3]		■
Subpart 2 — Improving administrator training						
Principal apprenticeship		■			■	
SUBDIVISION E — Quality Controls and Productivity						
Subpart 1 — Evaluating and rewarding schools						
School Incentive Reward Program			■		■	
Competitive grants for schools		■			■	
Subpart 2 — Instructional improvement						
Annual school improvement report required		■			■	
School Improvement Council at each school		■			■	
School council assistance project		■			■	

STATUS OF PROGRAM IMPLEMENTATION AS OF JUNE 1987 — *continued*

Education Improvement Act Provision	Year Implemented				EIA Management Process	
	Prior	1984-85	1985-86	1986-87	Being Administered	Being Developed
Subpart 3 — Monitoring implementation of EIA						
Select Committee on EIA established					■	
Committee on Financing Excellence in Public Education					■	
Division of Public Accountability established					■	
Joint Subcommittee to approve all products					■	
Assessment of EIA required each year					■	
Subpart 4 — Criteria for evaluating quality of education in the school districts of the state					■	
SUBDIVISION F — More Effective Partnerships						
Subpart 1 — Parental involvement					■	
Subpart 2 — Business and industry participation					■	
Public Education Foundation						■
Subpart 3 — Community involvement						
Volunteer programs					■	
Awards program			■		■	
SUBDIVISION G — Providing School Buildings						
Subpart 1 — Repairs and renovations						
School Building Aid Program					■	